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“Travelling Together”: A Learning Unit based on
current communicative approaches as a way of
redressing some of the negative aspects of
traditional methodologies

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1. INTRODUCTION

This dissertation deals with the topic of educative innovation within the field of English as a foreign language in the Spanish secondary educational system and consists of two sections. First, a learning unit designed in order to produce a positive, significant and assessable improvement in the teaching-learning process according to the students' needs identified during the placement period. Secondly, a critical analysis of the said unit will discuss and explain the fundamental aspects taken into account for its elaboration. As will be explained below, the needs were the observation of a lack of language use for meaningful communication and the absence of real cooperative work among the students. Given this context the most effective methodologies to promote effective learning seem to be Communicative Language Teaching (CLT), Cooperative Learning (CL) and Task Based Learning (TBL), because these treat language primarily as a vehicle for communication and foster interaction in order to develop the communicative competence.

Thus, the underlying nature of the proposal stems essentially from the observation carried out during the placement period and the knowledge acquired during the Master and from the aforementioned needs. In this sense, throughout the Master we have dealt with everything involved in the EFL teaching-learning process, from the development of methodologies and approaches, the curriculum or the importance of students' needs. In that process, as future teachers, we have been taught about the benefits of modern innovative methodologies at the expense of traditional procedures and how these are preferred for effective learning to take place. However, during the placement period I realized first-hand that the reality of the EFL classroom is much more complex than that and far from idyllic. On the one hand, according to my experience during the placement period, some teachers still employ old-fashioned procedures even reminiscent of the Grammar-Translation method whereas current communicative approaches, such as CLT, CL or Project Based Language Teaching (PBLT), are many times out-of-the-way. On the other, these current approaches, despite of their undeniable benefits, may have flaws and limitations, in the same way that traditional methods can provide nowadays' teachers with useful tools and strategies.

Consequently, this learning unit will integrate and put into practice the theoretical foundations regarding the current communicative approaches, mainly CLT, CL and TBL, by means of activities that provide learners with opportunities for interaction and meaningful target language use with a focus on meaning, fluency and the mastery of communicative proficiency, while in accordance with the specifications of the curriculum. In doing so, taking into account the aforementioned, it aims to demonstrate the benefits of these approaches in comparison with

traditional methodologies, to respond to the needs observed and the deficiencies derived from the excessive use of these obsolete procedures in my placement group and to reflect on the reality and state of Second Language Teaching and the EFL classroom.

The unit is called “Travelling Together”, accordingly, it deals with one of the cross-curricular topics included in the national curriculum for ESO, travelling, and consists of 6 lessons. It has been specifically designed for the particular context and needs of a 1st year ESO group in which I taught during my placement period. They are a bilingual group in the *Programa de Currículo Integrado MECD-British Council* based on the amplification and extension of learners’ acquisition of English preparing for IGCSE exams (International General Certificate of Secondary Education). As mentioned above, the 6 lessons which the proposal comprises are based on the principles of CLT and try to stimulate communicative learning (Widdowson, 1984, p. 26) and engage learners in the use of language as a tool or vehicle for meaningful communication rather than as a system of rules or object of study. Concurrently, given the lack of real cooperative work observed, they aim to foster the principles of CL and encourage the maximum use of cooperative activities and emphasize interaction. For example, a way of stimulating students’ cooperation used in my proposal is by promoting and encouraging cooperation in pair and group activities rather than competition towards the elaboration of a common final product, a travelling brochure.

For that purpose, my dissertation is divided into several sections. In the first place, the purpose and objectives of the learning unit and the dissertation are going to be explained in more detail. Then, the problems observed during the placement period will be described in depth in order to show evidence of existing deficiencies and justify the need for an innovation proposal while providing a thorough analysis of the theoretical and curricular foundations which support this proposal. Then, in accordance with the criteria described in the previous section, the context and target group will be described, together with the unit’s contribution to key competences, an explanation of how objectives and contents were selected and the main principles followed in order to organize every lesson plan and its activities. Finally, before the appendix section including lesson plans and materials, the conclusion will include a summary of the main ideas throughout the essay, an evaluation of results and a commentary on possible lines of action.

2. PURPOSE AND OBJECTIVES

In the first place, the main objective of this dissertation is to design a learning unit based on current communicative approaches, especially CLT and CL, as a way to respond to the needs

observed during the placement period and improve the teaching-learning process of the aforementioned group. Since it clearly lacked real cooperative work and lessons were much more grounded on form and grammatical accuracy than meaning, fluency or the use of language for real communication, as I could observe in the many drills, fill in the gaps or correct mistakes in sentences activities and the little active use of the L2, the purpose of the proposal is to innovate and apply the aforementioned communicative approaches in order to demonstrate how these can promote and facilitate effective learning in such a context.

Furthermore, another objective is to provide a critical analysis of key aspects regarding the theory of language learning and demonstrate the assimilation and understanding of the most relevant EFL theoretical frameworks, models and principles taught throughout the year. In this sense, the analysis presented is not limited to praise the benefits of current communicative approaches over traditional methodologies, it aims to provide a general overview of the reality of second language teaching according to my experience.

Finally, this dissertation intends to demonstrate that it is possible to move from a traditional, form-and-teacher-centred and exam-oriented methodology towards a modern and active approach, showing that CLT and CL, and other current communicative approaches, can be implemented in the EFL classroom according to the specifications of the curriculum in terms of contents, stage objectives and evaluation criteria and contribute effectively to the acquisition of key competences and obtain positive effects on students learning and motivation.

3. JUSTIFICATION, THEORETICAL AND CURRICULAR FRAMEWORK AND METHODOLOGY

In this section, as a way of justification of the need for my proposal and based on my personal experience and some of the data and evidence collected during my placement period, the most relevant needs observed during my placement period will be presented and thoroughly described. Thereupon, the relevant theoretical frameworks, models and principles applied for the design of the learning unit will be analysed, giving clear reasons for the choice of CLT and CL and the importance of the current curricular frameworks. Throughout the history of second and foreign languages teaching “the proliferation of approaches and methods has been prominent” (Richards & Rodgers, 1986, p. 1) and there has been an obsession for finding the perfect one. As future teachers, we have been taught about the prominence of the current communicative approaches. As stipulated in Anexo II of Orden ECD/65/2015, de 21 de enero, methodologies must be chosen according to the context, the characteristics and the needs of the students in order to foster optimal results (p. 16). Consequently, this learning unit is rooted on a

methodology that stimulates communicative learning since approaches such as CLT or CL are the most suitable to respond to the needs identified. Thus, it is important to briefly revise the history of language teaching methodology in order to understand where we are now and why and to provide a background for the analysis.

Five centuries ago the most widely studied foreign language was Latin, until it was gradually displaced by languages such as French, Italian or English. However, the procedures used for teaching classical Latin became the standard for foreign language teaching until the 19th century (“A Brief History”, n.d., p. 1). This method became known as the Grammar-Translation Method, and was characterised by the study of language as a mere system, abstract grammar rules, lists of vocabulary, translation of sentences out of context, no attention to speaking or listening, passive learning or heavy use of the L1. As Richards and Rodgers point out, “Speaking the foreign language was not the goal...sentences were constructed to illustrate the grammatical system of language and consequently bore no relation to the language of real communication” (1986, p. 2). Later, in the late 19th century, the so called Reform Movement started questioning this method advocating for new approaches with which to focus into oral proficiency. In the same line, other methods attempted to make the teaching-learning process one of language use and exclude L1 in L2 learning, for example, the naturalistic-based Direct Method. Then, already in the 20th century, after the decline of the Situational and Audiolingual Methods, both heavily grammar and form-focused, in the 1970s came the Humanistic Approaches. These, also known as “designer methods”, made it possible to incorporate certain elements to current communicative approaches (Brown, 2007, p. 13), and caused a shift in language teaching methodology towards communicative learner-centred approach. With these circumstances as a background, in the 1980s there was a “major paradigm shift” or “sociolinguistic revolution”, which supposed a radical change in the concept of language and language learning from a system or rules to a tool or vehicle for communication with the arrival of the Communicative Approach or Communicative Language Teaching (“A Brief History”, n.d., p. 3).

That being said, before explaining the theoretical foundations of CLT, it is necessary to describe the main needs observed during the placement period in order to provide a principled justification of the relevance of this proposal. As Richards and Rodgers suggest, although the Grammar Translation Method predominated from the 1840s to the 1940s, it continues to be widely used today (1986, p. 4). Although in modified form, when I first got in the class where I was to implement my lessons, a bilingual 1st year ESO group, I quickly identified traces of traditional methods. As reflected in Orden ECD/65/2015 de 21 de enero, the National and Aragonese Curriculum call for a student-centred approach in which learners are not mere

passive listeners but active participants in the centre of the teaching learning process. Accordingly, contrary to what happened in traditional methods, in which the teacher is the central figure in the EFL classroom, in the current educational system the teacher must be a guide, promoter and facilitator of students' development of competences and learning (ECD/65/2015, p17). Surprisingly, statements of abstract grammar rules, bilingual lists of vocabulary to memorize or sentences out of meaningful context were standard routine practices. There was almost no active use of the target language or oral skills practice for the benefit of drills, fill in the gaps or correct mistakes in sentences activities. As Brandl argues, these procedures resemble structural methods such as the audiolingual method, for they take foreign language learning as a mechanical process of habit formation and automatization, in which students mimic and memorize patterns and practice by means of repetition or drill exercises (2008, p. 3).

By and large, students in that group where not immersed in target language use, activities were not meaningful and did not involve real communication or pragmatic, functional and authentic language use. That is, they were taught language to create grammatically correct utterances and not to use it for communicative purposes.

Soon after, my tutor teacher taught the last unit before the implementation of my learning unit. It consisted on the entire reading of *Wonder*, a children's novel by R. J. Palacio published in 2012. For literally three whole weeks, students would literally keep reading aloud by turns the novel chapter by chapter. As happened in the long-time old-fashioned Grammar-Translation Method, the goal seemed to be either gaining reading proficiency or literary appreciation in itself, instead of learning how to use language in real life or the development of learners' communicative competence. After the reading of every chapter, the teacher asked students to complete reading comprehension questions, translate some passages from the book, make summaries of certain sections, define key concepts or write lists of synonyms or antonyms of words.

Together with this, instead of using an inductive approach to grammar, which I am going to apply to the organization of my lesson plans according to the principles of TBL, grammatical content was taught deductively. Almost in every lesson in which I observed during the placement period, grammar rules and structures were explained before practice in order to use or apply them later in examples, following the three phase sequence known as the P-P-P cycle (Presentation, Practice, Production) typical of traditional methods. Accordingly, in the Presentation phase the new grammar structure is presented and explained, in the Practice, students practice using the new structure in controlled exercises and, finally, in the Production phase, learners practice the new structure in a free context (Richards, 2006, p. 8). These

grammar-based methodologies and accuracy activities have been strongly criticised by defenders of functional and fluency language teaching.

Likewise, I critically analysed the materials used in the classroom in order to determine whether they deviated from this overly traditional approach to English teaching or not. For that purpose, I selected a number of activities from the 8th unit of Ignite English, entitled Travellers' Tales, published in 2014. Although, according to my analysis, the textbook, in general, conforms to the general principles of the current communicative approaches, the book is not completely consistent with some of them and significantly defective in others, especially cooperative learning. As Littlewood states, "what is essential in all of them (current communicative approaches) is that at least two parties are involved in an interaction" (1981, p. 5; emphasis added). However, in Unit 8 only 4 out of the 51 activities involve some kind of communicative interaction. Also, there are some activities (See Appendix 7.5) which are more traditional and mechanical, designed to practice a particular grammatical item (noun phrases) isolated, focusing, thus, in the mastery of form. These deficiencies prevent the book from being perfect for the development of students learning and communicative competence and will require an adaptation or the elaboration of additional materials, as happened to me during my placement period.

For all this reasons, it is clear that the predominant methodology employed in this 1st year ESO class was certainly teacher, form and exam oriented, excessively traditional. Thus, as aforementioned, CLT and CL are going to be used to respond to these needs, but also because the curricular framework suggests communicative, cooperative and active methodologies. In this sense, the National and Aragonese Curriculum stress the need to motivate students towards learning by means of active methodologies in which learners are autonomous and responsible of their own learning. As stated in Orden ECD/65/2015, de 21 de enero, these methodologies must promote and facilitate students' participation, the use of cooperative learning strategies and competences in order to solve real-life problem-situations (p. 17). As will be explained, all these requirements are perfectly addressed by the basic characteristics of CLT, CL or TBLT. Accordingly, the current educational law of Spain, LOMCE 8/2013, as stipulated in the Order ECD/65/2015, makes clear that the curriculum and the methodology must be adapted to the acquisition of the competences specified by the European Union. Consequently, the LOMCE Aragonese Curriculum is a competence-based curriculum model. As explained in the order, the key competences that must be developed in every subject at any stage are and must be acquired at the end of the stage:

Artículo 2. Las competencias clave en el Sistema Educativo Español.

a) Comunicación lingüística. b) Competencia matemática y

competencias básicas en ciencia y tecnología. c) Competencia digital. d) Aprender a aprender. e) Competencias sociales y cívicas. f) Sentido de iniciativa y espíritu emprendedor. g) Conciencia y expresiones culturales.

As the Order further develops, these competences comprise a set of knowledge, skills, aptitudes and values, and its acquisition is necessary for individuals to develop personally, socially and professionally (p.1). For this purpose, the curriculum stresses the need of designing lessons around the solution of tasks or problem-situations which learners have to solve using these knowledge, skills and attitudes. Again, the current communicative approaches fit adequately to these curricular specifications, thus, this proposal is based on them a way to respond and solve the aforementioned needs and effectively facilitate learners' acquisition of key competences.

As Richards and Rodgers state, the appearance of the Communicative approach in the 1980s, which starts from a theory of language as communication, was a consequence of the emphasis of British applied linguists on the functional and communicative potential of language (1986, p 64-69). CLT represented a “shift from the insistence on the mere mastery of grammatical structures to the emphasis on communicative proficiency” (Basta, 2011, p. 124). Together with this, Hymes affirmed that the main objective of language teaching was to develop “communicative competence”, which includes both the knowledge and ability to use language, that is, the usage of grammatical rules and the social, cultural and pragmatic dimensions of language (1972, p. 272). Hence, the main goal of this proposal is to contribute to students' communicative competence, which, as explained in the Common European Framework of Reference for Languages (CEFR), comprises linguistic, sociolinguistic and pragmatic components and each of these includes knowledge, skills and know-how. Therefore, we as English teachers are lucky because our subject can be considered a competence itself and although we still have to integrate the different competences into our practices, we have a lot of freedom within the field of the linguistic-communicative competence. My proposal, for instance, contributes to this competence through the development of students' oral and written skills through activities which require a functional use of language in meaningful communication in order to improve their fluency and communicative proficiency.

Consequently, as Richards argues, with CLT began a movement away from traditional lessons where the focus was on the mastery of grammar toward the use of communicative and meaningful pair and group work, role plays or project work (2006, p. 4). Thus, this approach affirms that “learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than [...] a grammar-based approach” (Richards, 2006, p. 12). For all this, CLT has become one of

the most popular approaches to foreign language teaching and since its inception in the 1970s has been very influential and still relevant today (Richards, 2006, p. 1). CLT is not a prescriptive method but an informed approach with a communicative view of language. As Brown defines it, CLT is a qualified approach with a “plethora of interpretations and classroom applications” (2007, p. 42), for example Cooperative and Collaborative learning or Task-Based Language Learning. Being student-centred, it has no specific prescriptions or techniques and is open to interpretation, since it is necessary to “recognize that the diversity of language learners in multiple contexts demands an eclectic blend of tasks, each tailored for a particular group of learners in a particular place, studying for particular purposes in a given amount of time” (Brown, 2007, p. 40). This reflects the fact that, as explained in Section 12 in the Aragonese curriculum, Howard Gardner confirmed that there are different kinds of intelligences apart from the academic one. Thus, the Curriculum stresses the need to provide students with opportunities to foster these intelligences in which they are more capable. For this purpose, it is clear that we teachers need to move from such a traditional and teacher-centred method as the one being described.

However, I have drawn a number of key learning principles on which to sustain my proposal from Finocchiaro and Brumfit (1983, p. 91-93). First, in CLT meaning, rather than form, is paramount. Students’ are expected to effectively express and understand meaning orally, developing the semantic content of language over other aspects such as grammar or vocabulary, according to the idea that “grammatical structures are learnt and acquired through meaning and not vice versa” (Basta, 2011, p. 128). Apart from that, one of the maxims of CLT is that learning a language is learning to communicate. Thus, as Richards and Rodgers state, “while teaching a language, a teacher is supposed to select learning activities in such a way as to engage learners in meaningful and authentic language use” (qtd. in Basta, 2011, p. 128).

This is applied to my learning unit by providing plenty of opportunities for students to engage in a real communicative context, with real information exchange and not totally predictable language (Richards, 2006, p. 16). The activities included allow for students’ meaningful and coherent communication while providing them with strategies to communicate effectively, being very useful to bring the student into the focus of learning. Together with this, language in CLT must be used for a meaningful purpose. As Richards and Rogers argue, “activities in which language is used for carrying out meaningful tasks promote learning” (1986, p. 10) since they involve authentic language use for a real-life situation, like describing a trip destination in a conversation, as will be seen in my learning unit. Finally, another important principle of CLT is the emphasis on comprehensibility rather than on accuracy. As Richards and Rodgers put it, the aim is effective communication, which means that grammatical or lexical

errors are tolerated as long as the message is successfully conveyed (1986, p. 4). In this sense, the activities in my learning unit attempt to focus primarily on the development of fluency and encourage students to produce non-predictable language by means of communicating.

Along with this, my learning unit focuses on Cooperative and Collaborative learning by means of encouraging the maximum use of cooperative activities and emphasizing interaction in every lesson. As Richards states, the aforementioned principles of CLT reflect one of its essential characteristics, namely cooperative learning and interaction (2006, p. 20). CL started developing within the framework of CLT and applies many of its techniques (Basta, 2011, p. 128), encourages the maximum use of cooperative activities, and emphasizes interaction and the development of the communicative competence. Consequently, CL and CLT make “a natural match in Foreign Language Teaching” (Basta, 2011, p. 128). As Littlewood states, “what is essential in all of them (current communicative approaches) is that at least two parties are involved in an interaction” (1981, p. 5; emphasis added). Consequently, given that communication is the centre of CLT classrooms, collaboration and interaction take a leading position in the language teaching-learning process (Basta, 2011, p. 1) resulting the promotion of speaker’s fluency and language mastery.

Also, according to Krashen’s Second Language Acquisition theory (1985), comprehensible, developmentally appropriate and redundant input is an essential prerequisite for effective language learning. If we take into account that in CLT and CL approaches communication is the centre of the EFL classroom, students are constantly exposed to this kind of input due to interaction with learners of similar level. As Basta argues, this would not be possible in teacher-centred methods in which the teacher is the centre and the focus is on language form rather than meaning (p. 129). In the same way, CL activities provide students with plenty of opportunities to speak. Consequently, it facilitates the production of frequent, real and meaningful output, which is also key in the learning of a language and which is something somehow restricted in traditional form and teacher-centred environments (Basta, 2011, p. 129). Besides, “Krashen’s Affective Filter [hypothesis] was a strong early affirmation of the view that emotion plays an important role in second language learning” (Mitchell & Myles, 2013, p. 45). As Krashen himself puts it, there is a “relationship between affective variables and the process of second language acquisition” (qtd. in Mitchell & Myles, 2013, p. 45). Thus, in comparison with traditional classrooms, in which usually there is anxiety for the risk of making errors and loosing face, Kagan states that CL implies a supportive, friendly and motivating learning atmosphere, since students are asked questions frequently, they work in teams for a shared goal or they are expected to help and encourage their mates (1995, p. 4).

That being said, as Smith states, CL and cooperation involve much more than just having students sit or in groups at the same table (1979, p. 24). It consists on making students work together towards shared goals and beneficial outcomes for the group, help one another and encourage each other to work hard in order to perform higher academically than they would do alone (Smith, 1979, p. 70). As will be explained, in effective CL students work in pairs or groups to transfer and negotiate information that others lack and students' groups and activities are carefully designed and structured. Accordingly, group activities must be organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is responsible for his learning but also that of the other students (Olsen & Kagan, 1992, p. 8). From this, we can say that one of the basic features of CL when applied properly is that it promotes and encourages cooperation rather than competition. Similarly, with the correct implementation of CL the contribution and performance of each and every student in a cooperative group is relevant and important for the process and the outcome.

In this sense, although my tutor teacher tried to introduce some cooperative strategies, they were not in accordance with the basic CL principles and the result was a lack of real cooperation within the class. I observed that when grouped to complete certain tasks, not every member in the groups did his or her part, some carried most of the weight of the work while some waited for others to do everything, students had no assigned roles and the effectiveness of the group was not regularly assessed.

Having said that, as we have been taught in several subjects this year, for collaborative and cooperative groups to be effective and successful there are four basic principles to be met (PIES). Positive interdependence means that students must work together towards a common goal and care for each other's learning, in other words, an individual cannot succeed without the others. Individual accountability means that each member is accountable for his or her own learning and contribution to the group. As Johnson and Johnson put it, students are not able to "hitch-hike" on others (1989, p. 70). Then, according to the principle of equal participation, every student has an equal role in sharing information. Finally, the principle of simultaneous interaction implies that there is more than one active participant at a time in the classroom. Together with this, Kagan's cooperative structures are strategies which take these CL principles into account in order to design activities or effectively structure interaction among students. Thus, structures such as Think-Pair-Share or Rally Robin, among other Kagan's strategies, are going to be used in this learning unit in order to describe how students and teacher are to interact in order to meet the basic requirements of CL.

Finally, once the nature of this proposal has been justified through the description of the criteria and the curricular framework in relation to the needs observed, I am going to explain

how the efficacy of the unit is going to be evaluated. First, as will be explained in the following section, the evaluation of the learning process of this unit is going to be global, continuous, formative and integrative. Thus, students will be assessed since the very beginning of the implementation by means of a diagnostic evaluation. Consequently, in order to check the efficacy of the proposal, the diagnostic evaluation will be compared with the different evaluation results at the end of the unit to determine whether or not it has had a positive and measurable effect on students learning. Together with this, the efficacy of methodology and the role of the teacher will also be assessed by means of a reflection-paper at the end of the unit, in which students will be able to suggest ways to improve the teaching-learning process. Besides, there is a one-minute-paper in the post-task phase of the third unit to check students' understanding and perception of that lesson but which could be used for every other in order to obtain information so as to improve and enrich the teaching-learning process and our role as teachers.

4. TEACHING PROPOSAL

4.1. CONTEXT AND INTRODUCTION TO THE LEARNING UNIT

My placement period took place in the IES Pedro de Luna, located in a central and well-populated neighbourhood in Zaragoza with a great diversity in terms of culture and ethnicity. One of the defining characteristics of the school is that it does not only address the needs of students with socio-economical or curricular problems, with programs such as PMAR, PAI or Educación Compensatoria, but also those of students with high capacities or the need to go beyond the conventional Curriculum. This is the case, for instance, of the school's bilingual program to which my group belonged.

With that said, IES Pedro de Luna's bilingual program started in the year 2003. It is a Programa de Currículo Integrado MECD-British Council based on the amplification and extension of learners' acquisition of English. The program has different groups from the 1st to the 4th year ESO and the possibility to give continuity in Bachillerato with two advanced groups in which English classes are of a higher level than regular ones. Depending on the year, the subjects of Biology and Geology (3 hours per week), Geography and History (3) and Economy (2) are taught in English, whereas Literacy, the English language subject, takes 5 hours per week. Another distinctive characteristic of this school's bilingual program is that it is intended to prepare students for a specific exam stipulated, organized and assessed by the British Council, the IGCSE exams. Thus, bilingual schools outside of this program and English

language subjects in regular non-bilingual programs will follow a completely different teaching-learning plan. Students sit these exams every year in the 4th year of the bilingual program and depending on their mark they can get up to a C2 level. Thus, given the specificity and difficulty of these exams, the bilingual program of the IES Pedro de Luna is characterized by the fact that it is more academically demanding and follows a different methodology.

Therefore, this proposal is aimed at a group of 24 students in the 1st year ESO bilingual program from the IES Pedro de Luna. As aforementioned, they start receiving specific instruction for the IGCSE Cambridge examinations according to the MECD/British Council integrated Curriculum. Although they are diverse in terms of gender, race and culture, they are homogeneous regarding age and L2 level. On the one hand, since there are no repeat students in the group, all of them are from twelve to thirteen years old. Besides, there are no students with special needs in the group so there is no need for differentiation. Likewise, according to my tutor-teacher initial description, most of the students in the group have similar interests including sports, music, leisure time activities with friends, films or, for the benefit of this learning unit, travelling. On the other hand, as I could discover during several weeks of observation, all of them, with some very slight differences, present great knowledge, aptitudes and skills towards English as a foreign language or L2. The main reason for this is that one of the criteria to be accepted as a participant in this bilingual program, apart from sitting a level exam, is to come from a bilingual Primary School. Consequently, due to this controlled transition from primary to secondary stages, the average level of learners in this 1st year ESO group is considerably higher than the average. Thereby, in general, students present a great readiness and dexterity for the reading, listening and writing skills. During the first weeks, since I was present in several lessons dedicated exclusively to reading Wonder, I quickly observed that students read with excellent pronunciation, fluidity and clarity. Together with this, from what I saw in the reading comprehension exercises and compositions, they possessed great usage of grammar, vocabulary and writing. Also, although as I described in the previous section, in general, the group's methodology was very traditional, as it is stipulated in the Curriculum, interaction in the EFL classroom took place permanently and exclusively in English. Thus, one of the specific strengths of the group was that the L1 was excluded and censured, facilitating students' exposure to meaningful input, although in the Curriculum it is stated that isolated use of the L1 could be positive in terms of, for example, scaffolding.

For these reasons, although the level of the students in the group was outstanding in general, by means of observation I could conclude that their ability in the oral skills could be improved. In my opinion, the fact of being taught according to a teacher and exam-oriented methodology in which the goal is, rather than forming fluent speakers of English, the mastery of

grammar, vocabulary and other formal aspects of language, has caused limitations in their speaking skill and communicative competence. In accordance, since the IGCSE exams consist mostly of individual reading comprehension exercises, writing compositions and grammar or vocabulary drills, as I was able to see from first-hand experience during the observation period of the placement, this might be the cause for the notably traditional and teacher-centred methodology described in the previous section. In consequence, given that one of the defining characteristics of the current communicative approaches is the development of the communicative competence in order to form fluent speakers of English, I strongly believe that my learning unit, mostly based on CLT and CL, will help students to overcome the needs caused, or at least reinforced, by such a traditional methodology and bilingual program.

Within this context, I started designing a learning unit entitled “Travelling Together”, in order to implement it during my placement period in the aforementioned 1st year ESO group. At the beginning of the placement and due to the traditional method employed by my tutor-teacher, I started designing communicative and collaborative activities to put into practice during my implementation. Later on, I adapted and improved many of them to be included in this proposal. The unit comprises 6 different lessons through which the four skills are dealt with and is aimed to be implemented during 6 different consecutive days in the third term at the end of the academic year. The reason for the choice of topic was determined by my tutor teacher, who suggested me to teach the 8th unit in students’ textbook Ignite English, called “Travellers’ Tales”, once she finished with the reading of Wonder. Regarding the topic, travelling is a very relevant topic with which to approach EFL teaching and learning because, being a cross-curricular topic, it provides us teachers with a wide range of possibilities to tackle the contents, objectives and competences through a great variety of activities and materials. In addition, in general, the issue of travelling usually interests to young students of this age, so it constitutes a perfect opportunity to foster their motivation for the subject and promote effective learning. Moreover, in accordance with the Curriculum, the topic of travelling allows for the development of students’ values, autonomy, personal development or environmental education, among many other things.

Apart from that, the Curriculum clearly urges to use information and communication technologies (ICTs) in the classroom in order to teach students how to use them autonomously, critically and in a responsible way and facilitate learning in an interactive manner. However, although I wanted to make the learning unit much more interactive and digital, it was impossible due to the lack of ICTs resources in the school. Accordingly, the use of these is limited to a computer and a projector which is used for different purposes throughout the lessons. In addition to this, as Richard and Rodgers argue, the role of materials is promoting

communicative language use (1986, p. 79). Consequently, since, as mentioned in the previous section, the groups' textbook did not completely contribute to the development of the communicative competence or meaningful learning, the materials for this learning unit have been designed for this particular context and students' needs. As will be seen, I tried to design and adapt materials to be as authentic and attractive as possible, and also varied and addressed to students needs and characteristics. Besides, since the learning unit has plenty of cooperative tasks, the grouping of students was carried out by the tutor teacher in order to make groups as heterogeneous as possible since she knew her students perfectly. Although the general level of the group is high-medium, there are a few students with a slightly lower level and some of them are more well-behaved than others. Although this was not totally irrelevant, these learners were placed in different groups so as to ensure an optimal performance. Finally, according to curricular provisions and the current communicative approaches, which stress the role of the teacher as guide, promoter and facilitator of students' learning, in this learning unit it is considered important not to overreact to student's errors and give positive feedback in order to treat errors without generating anxiety (Dörnyei, 1994, p. 282). The teacher is expected to use an informational and motivating error correction policy, such as the recast, which implies teacher's reformulation of student's error without directly saying the student was wrong, in order to create a warm and embracing climate in the EFL classroom and prevent students from feeling the anxiety generated over the risk of making errors.

Having said that, in consideration of this particular context, the characteristics of the group and taking into account learners' needs, namely the lack of language use for meaningful communication and the absence of real cooperative work, and according to the literature and the curricular provisions analysed in the previous section, in these circumstances, the most effective methodologies to promote effective learning and facilitate students' improvement in the L2 are CLT, CL and TBL, because these treat language primarily as a vehicle for communication, foster interaction and develop the communicative competence. As Branld argues, "effective teaching is not about a method" (2008, p. 1). Thus, instead of using a traditional, prescriptive and fixed method, this six-lesson learning unit advocates for a flexible approach designed according to CLT, CL and TBL principles in order to respond to the needs of this particular group of students. For that purpose, as will be explained, my proposal includes activities and tasks that provide learners with plenty of opportunities for target language use, promote meaningful and functional communication in real contexts and focus on meaning, fluency and the mastery of communicative proficiency. Also, the different lessons promote active participation and interaction, pair and group work and the use of several of Kagan's cooperative structures. In addition, the basic principles of TBL have been employed for the sequencing of

lessons, as will be seen, and the unit was designed so as to make students elaborate a small project, a group-design of a travel brochure and an oral presentation.

Regarding the sequencing of activities within the different lessons (See appendix 7.2), I have adhered to the basic principles of TBL, an interpretation of CLT which treats language as a tool for communication rather than as an object for study or manipulation (“A Brief History”, n.d., p. 3). The reason is that, similarly to CLT and CL and as Ellis states, TBL primary focuses on meaning and seeks to engage learners in using language pragmatically, it involves real-world processes of language use and incorporates a gap that requires students’ use of real communication (2003, p. 9-10). As illustrated in my lessons, TBL sequences involve different phases within a lesson: pre-task, task and post-task. The characteristics of each of these and its connection with CLT and CL are going to be pinpointed throughout the analysis of each lesson that can be found below.

In the first lesson, in order to introduce the topic of travelling in a communicative way and activate students’ previous schematic knowledge, the pre-task consists on the description of a series of images related to the topic and the discussion of their best travelling experience (See appendix 7.3.1). According to TBL, learners will get involved in real-world processes of language use by means of asking and answering questions, providing descriptions or recalling past events. In addition, they will be required to use the cognitive processes of selecting information and reasoning and unfamiliar language will be targeted. Then, as the main task, the Jigsaw reading exercise (See appendix 7.3.2) is intended to motivate students to classify and order information in real texts in order to close a gap. In that process, inevitably students in every group will collaborate, interact and use language meaningful and functionally in order to negotiate and reach agreement. Moreover, as stressed in TBL theory, students will use any language of their choice (Ellis, 2003, p. 9) because, as opposed to traditional form-oriented approaches, in this lesson there has not been a focus on any grammatical item at the beginning. In this sense, errors are tolerated because the focus is, mainly, on meaning. Finally, the post-task phase is directed at reviewing and directing learners’ attention to errors as a way to focus on form and accuracy to further develop their communicative competence now that the language used is already relevant and required for a communicative purpose, not just imposed by a structural syllabus. Throughout the lesson, the cooperative structures of the jigsaw, timed-pair-share and rally table are introduced to guarantee CL principles of positive interdependence, individual accountability and equal participation.

In the second lesson, the pair formation activity in the pre-task phase prepares students for the completion of the task by exposing them to useful language and structures (See appendix 7.3.4). For example, they will learn how to formulate relevant questions when talking about

travelling or express time and currency notions. In addition, this challenging strategy to form pairs is intended to motivate students and fulfil the principles of simultaneous interaction and equal participation. In the learning task, students are asked to put a dialogue in the right order and perform it. This way, they have to close a gap by means of communication, asking questions and making decisions cooperatively. Then, students are expected to create their own dialogue and perform it. As in the previous lesson, this provides them with the opportunity to use language as a vehicle towards the creation of a product and develop their communicative competence. Also, although as Ellis claims, tasks create a certain semantic space (2003, p. 10), in role plays learners adopt specified personalities but the language is not predetermined. Then, in the post-task, as a reflection on the task and to make students conscious about the learning process and develop their metacognitive strategies of evaluation and planning, they are asked to write a mind map. In this lessons, the cooperative structures of find someone who, quiz quiz trade, take off-touch down and team show me! are used to structure cooperation among students.

The third lesson starts with a word cloud (See appendix 7.3.7) that students have to work on in pairs within groups of four as a way to target unfamiliar as well as recall content from previous lessons and activate schemata. Also, as a way to notice relevant language for the task, the pre-task ends with a guess-the-word exercise using the round robin and numbered heads together cooperative structures to conform to the principles of individual accountability, equal participation and positive interdependence. Then, after being exposed to real language samples in the listening in which two people plan a trip, the main task consists on students planning their own trip in groups of four. Students are encouraged to focus on meaning and use language for a real situation like discussing, reasoning and seeking consensus on the planning of a trip or vacation. To not detract from a focus on meaning, students are encouraged to use any language of their choice in order to express themselves and complete the task. Finally, after focusing on meaning and fluency, the post-tasks brings students attention to modal verbs once the language used is relevant and required for a communicative purpose. Also, students are asked to complete a one minute paper to reflect on the lesson and provide feedback.

In the beginning of the fourth lesson the task and the group project are presented through a magazine letter in order to motivate and challenge students. This letter (See appendix 7.3.13) is an invitation from a famous magazine to write the travelling brochure which will constitute part of the students' assessment. In the learning task, learners tackle different real brochures (See appendix 7.3.14) in order to be exposed to authentic materials and language samples. As Skehan states, "there should be a focus on language at some point in a task cycle" (1998, p. 126). Thus, this lesson is more traditional than the rest due to the narrower focus on

grammar and text analysis and the central role of the teacher. Nevertheless, the cooperative structure of rally robin is used to share students' ideas about the texts. In this task they use the cognitive processes of reasoning, evaluating, selecting and classifying in order to acquire relevant vocabulary and formal knowledge about travelling brochures that they will need later. Then, in the post-task phase, students get in their groups and engage in meaningful and functional communication in order to discuss and agree collaboratively on the destination for their brochure.

Then, in the fifth lesson, after the teacher gives back the draft every group wrote for their brochure in the previous lesson, students get in their groups and start working on the project for the rest of the hour. Using the Traveling Heads Together cooperative structure, teacher calls a number and the students with that number on each team stand and 'travel' to the board to share the main ideas of their brochure with the rest and the teacher makes suggestions for improvement for the oral presentations if necessary. Finally, in the sixth and last lesson every group delivers their oral presentation and presents their finished brochures. Students will use their communicative competence in order to perform their oral presentations while the rest of groups will be required to listen and take notes. Afterwards, they complete a self-reflection paper on the unit which stimulates their metacognitive strategies of evaluating, makes them conscious of the learning process and allows the teacher to assess the efficacy of the learning unit as a whole.

4.2. CONTRIBUTION TO KEY COMPETENCES

As stated in the previous section, in the year 2006 the European Parliament introduced the Competence Framework stressing the need to acquire eight key competences by part of the citizenship in order to develop themselves in personal, social and professional terms. In addition, as stated in the Orden ECD/65/2015 de 21 de enero, the OCDE and the UNESCO also advocate for a competence-based education in accordance with its basic premises: learn to know, learn to do, learn to be and learn to live together (p. 1). The aforementioned recommendation (2006/962/EC) affects all member states and distinguishes eight key competences which are cross-curricular and applicable to any subject or activity, fundamental for every individual in a knowledge-based society and transversal in every area of knowledge (p. 11). These were first introduced in Spain in 2006 with the Ley Orgánica de Educación and, as stressed in the Orden ECD/65/2015 de 21 de enero, they are “destrezas y actitudes que todas las personas precisan para su realización y desarrollo personal, para la ciudadanía activa, la inclusión social y el empleo”, “una combinación de habilidades prácticas, conocimientos,

motivación, valores éticos, actitudes, emociones, y otros componentes sociales y de comportamiento que se movilizan conjuntamente para lograr una acción eficaz”, or, directly, “un saber hacer” (p. 1).

The key competences in the Spanish Education System are seven instead of eight due to the unification of the two communicative competences in the European framework:

- a) Comunicación lingüística. b) Competencia matemática y competencias básicas en ciencia y tecnología. c) Competencia digital. d) Aprender a aprender. e) Competencias sociales y cívicas. f) Sentido de iniciativa y espíritu emprendedor. g) Conciencia y expresiones culturales.

The National Curriculum claims that a competence-based education should improve the teaching-learning process and students’ motivation through active and cooperative approaches and stresses the need to adapt the content and methodology to the acquisition of competences and to learners’ particular context and needs. Thus, my learning unit has been designed according to this framework in order to contribute effectively to learners’ acquisition of key competences through different activities.

In the first place, the linguistic-communicative competence refers to the use of language in oral or written form and the capacity to express ideas and participate in linguistic exchanges with other speakers. As thoroughly explained in the previous section, the essence of CLT is that communication is the focus of the language teaching-learning process. Moreover, the goal of the current communicative approaches is precisely the development of learners’ communicative competence. Consequently, since this learning unit is precisely based on CLT and CL, it has been specifically designed to contribute to students’ linguistic-communicative competence in an attempt to respond to the needs described previously. My proposal directly contributes to this competence through the development of students’ oral and written skills through activities which demand a functional and contextualized use of language in meaningful communication in order to improve learners’ fluency and communicative proficiency. Some examples are the discussion of travelling experiences in the first lesson, the autonomous planning of a trip in the third lesson, the conversation to agree on a destination for the brochure in the fourth or the writing of the brochure itself for real-life-like promotional purposes. Furthermore, according to the Curriculum, the active methodologies employed in my proposal are the most adequate to develop this competence because they place students in the centre of the learning process to perform an active role with plenty of opportunities to produce and receive linguistic messages. In addition, the Curriculum states that the communicative competence is closely linked to cultural diversity, thus, the knowledge of foreign places provided in the unit, for example in the

discussion of pictures in lesson one, the word cloud or the listening task in lesson three, also contributes to the development of it. Also, the attention to the four skills throughout the unit, according to the Curriculum, provokes an improvement of students' ability to interact with others and promote their communicative competence. Finally, according to Hymes' definition of the communicative competence and the CEFR, it comprises linguistic, pragmatic and socio-cultural elements. Consequently, my learning unit does not only contribute to the latter, but also to the former, that is, to the linguistic knowledge of language, grammar, forms, accuracy and usage. Examples of this are the discussion and correction of grammatical, vocabulary and pronunciation errors in the post-task of the first lesson or the modal verbs group task in the third lesson.

Secondly, the mathematical and basic competences in science and technology refer to the capacity to apply mathematical reasoning to real-life contexts and the use of scientific thought to explain the reality around us, respectively. The subject of English can contribute to these competences in several ways. For example, in the jumbled dialogue in lesson two or the jigsaw in lesson three students have to order texts applying mathematical processes and a critical attitude in order to solve a problem, the reorganization of information. Moreover, in the jigsaw learners are asked to complete a chart for which they will have to employ scientific processes looking for evidence in order to reach conclusions. The planning of a trip in the third lesson, for example, also contributes to the mathematical competence because it encourages students to look and interpret maps, classify and organize information in order to make decisions. In addition, the analysis of the structure of brochures in lesson 4 also requires a critical and mathematical attitude in the interpretation and organization of information. Together with this, my learning unit provides students with plenty of opportunities to reflect about the world, raising their awareness about different realities and contributing to the competences in science and technology. For example, although there are many others, the first activity in the first lesson achieves this through the description of images of different places and travelling situations.

Thirdly, the digital competence refers to the promotion of a safe, critical and creative use of the ICTs in order to produce, analyse and obtain information in any context. As mentioned above, the ICTs at my disposal during my placement period were reduced to a computer, a projector and a couple of speakers. Students were not allowed to use their mobile phones and there was no ICTs room at my disposal. Thus, although I would have liked to use more digital resources in my learning unit because the Curriculum suggests so and they are essential nowadays, it was impossible. I basically used ICTs in my lessons as a support tool with which to share written and oral texts with students as, for example, in lesson one to show

pictures, the word cloud and the trip planning listening in the third lesson, the search of information for the brochure in lesson five or the use of Power Point for their oral presentation, or the use of the screen for basic organizational purposes. Although in a very limited way, my learning unit aims to teach students how to be able to use ICTs in order to effectively solve real-life problems and get to know the digital dimension of our times.

Fourthly, the learn to learn competence refers to the development of students' capacity to be conscious about the teaching-learning processes, the management and organization of their learning and their ability to work on their own or with others in order to reach an objective. My learning unit contributes directly to this competence through the different opportunities it provides for students to self-evaluate their learning. This can be seen in the reflection on errors at the end of the first lesson, the mind map in the second lesson, the one minute paper in the third or the self-reflection paper at the end of the unit, all contributing to the development of metacognitive strategies and students' reflection on their learning. Together with this, my learning unit provides students with a variety of learning strategies and techniques. On the one hand, although the unit is mostly grounded on collaborative and cooperative tasks that allow for students development of a sense of responsibility within a group, for example the modal verbs envelopes task in lesson 3, it also leaves room for students to work individually and learn how to be autonomous during the learning process. Examples of this are the mind maps, one minute and self-reflection papers and also the listening exercise in the third unit. By applying all this, students are put in the centre of the learning process and become more aware of their skills and the kind of strategies which fit them the most for an optimal learning.

Fifthly, the social and civic competences refer to learners' ability to relate with people and participate in an active, cooperative and democratic way in society. First, the subject of English as a foreign language directly promotes by nature a sense of respect towards other languages, cultures and peoples. In my lesson plan, this can be seen, for instance, in activities involving contents and references to foreign places. For example, the description of images related to travelling and foreign culture and the jigsaw reading about travellers international adventures in the first lesson, or the elaboration of the brochure promoting a foreign country. This kind of tasks also promote the cultural awareness and expression competence because they help learners to value and be open-minded towards different cultures and traditions and be more critical towards reality and the world through literature or art. Besides, the underlying collaborative and cooperative nature of CL asks students to actively interact among themselves teaching them how to relate and improve their social skills. Moreover, the amount of CL activities in the learning unit, as for example the jigsaw or the model verbs envelope task to name a few, promote a civic and democratic view of social relationships and interaction by

means of elements of the previously mentioned principles of positive interdependence, individual accountability or equal participation, and the use of cooperative structures. Throughout the learning unit, students are expected to develop a code of conduct based on dialogue, mediation, cooperation and an open vision of social relationships in order to attain a given shared objective, such as, in this case, the ordering of a text. All this is reinforced by the use of CLT and the use of language for functional communication. This approach, as aforementioned, places the student in the centre and demands their active participation, consequently, their involvement is essential.

Finally, the sense of entrepreneurship competence, as explained in the Curriculum, refers to the capacity to materialise ideas into actions through a conscious selection, planning and management of knowledge, skills and attitudes with the aim of reaching a goal. Thus, activities based on the use of language and communication strategies, such as the discussions, debates or the trip planning in the third lesson, the creation of a group dialogue in the second or the description of a travelling experience in the first, teach students to be responsible and self-confident when performing actions and using the target language. Moreover, since my learning unit constantly places students in the centre of the teaching-learning process, it allows them to be critical, creative and make decisions both autonomously and cooperatively facilitating not only an effective L2 learning but also providing them with useful strategies and motivation for their professional future.

4.3. OBJECTIVES, CONTENTS AND EVALUATION

This learning unit has been designed observing, in the first place, the general objectives for the ESO stage specified in the sixth section from the *Real Decreto 1105/2014, de 26 de Diciembre* to which every subject throughout the stage must contribute. My learning unit contributes specially to students' learning of a foreign language and the development of the communicative competence by means of establishing the L2 as the established mode of communication and using language as a vehicle, the acquisition of cooperative, group and individual work skills through varied lessons involving autonomous and collaborative tasks, the acquisition of knowledge and development of respect towards other cultures and diversity by means of teaching students the benefits of travelling, and learning how to participate in society democratically and effectively or knowing how to use different competences in order to solve tasks or problem-situations.

Accordingly, my proposal also considers the general objectives of the subject *Primera Lengua Extranjera: Inglés* for the stage, as described in the specific provision in the Aragonese

Curriculum. Due to its underlying nature, mainly grounded on communicative approaches, this proposal focuses more specifically on the development of the first (Obj.IN.1.) and second (Obj.IN.2.) objectives, by means of providing students with opportunities for meaningful communication in every lesson, for example the description of a trip in the first lesson. It also focuses on the sixth objective (Obj.IN.6.), by means of plenty of tasks which foster interaction, for example the jigsaw in the second lesson, and the eight (Obj.IN.8.), because it alludes to the central role of the student in the teaching-learning process of the L2 which is promoted in my proposal, for instance, with the self-reflection paper in the last lesson.

That being said, the specific objectives in my learning unit have been specifically designed and developed from the evaluation criteria specified in the Curriculum for the different skills in the 1st year ESO. As stressed in the Curriculum, it has been taken into account that these criteria do not only refer to knowledge but also to the acquisition of competences. The expected learning outcomes for every lesson (See appendix 7.2) have been specified from these curricular evaluation criteria (from Crit.IN.1.1. to Crit.IN.4.3., depending on the purpose and content of the lessons) according to students' needs and context. The Curriculum also determines that these learning outcomes must be observable, measurable and assessable, for this reason, as will be explained below, I have specifically designed and selected a set of tools and rubrics. Similarly, the specific learning objectives that students should be able to reach by the end of the unit have been formulated following the same process (See appendix 7.1). Likewise, the contents used for this learning unit are the ones stipulated for every skill of the 1st year ESO in the specific provisions of the Aragonese Curriculum (See appendix 7.1.2).

Taking this into account, the evaluation of the learning process will be global, continuous, formative and integrative. As stated in the Curriculum, this implies that not only the cognitive aspects of learning will be taken into account but also others, such as students' attitude, behaviour or predisposition. Besides, evaluation will take place throughout the whole process of the learning unit. In this sense, there will be a group and individual diagnostic evaluation at the very beginning of the unit, different assessment procedures during the unit, such as mind-maps, one-minute-paper, project drafts or reflection-papers and finally the design of a group brochure and an oral presentation. In addition, the teacher will constantly observe and monitor students work and general behaviour. This way, the aim is to raise students' awareness about the learning process, facilitate their progress and increase their motivation in a student-centred approach not only concerned with a final exam. Furthermore, the effectiveness of the unit, the methodology and the role of the teacher, as stressed by the Curriculum, will also be assessed by means of the students' self-evaluation and the final reflection-paper, which are strategies to make learners aware and self-conscious of the teaching-learning process.

Finally, in terms of specific evaluation tools, I have elaborated and selected a number of rubrics (See appendix 7.4) in order to assess effectively and objectively students according to the aforementioned criteria and outcomes, both individually and collectively. Evaluation, being continuous and formative, will be divided into three sections: the group travelling brochure (35%), the oral presentation (35%) and class and group work and attitude (30%). First, the project rubric considers its structure, which was studied in the fourth lesson, the grammar and vocabulary used, the ideas and the editing skills. The rubric for the oral presentation observes its formal content, vocabulary, use of communication and comprehension of the topic. Finally, the rubric for the class work includes students' attitude, behaviour, interaction and cooperation with peers or preparedness. This way, these evaluation tools are designed in order to assess students' performance all throughout the unit encompassing, as much as possible, the four different skills and evaluation criteria in every curricular *bloque* and also the competences they are expected to develop.

5. CONCLUSION

In conclusion, according to the context and in order to respond to the needs observed during my placement period in the bilingual 1st year ESO group at IES Pedro de Luna, which were a lack of meaningful language use for real communicational purposes and an absence of real cooperative work and which I identified in the predominance of traditional and teacher-centred activities or the little active use of the L2, I decided to design a six-lesson learning unit, entitled "Travelling Together", based on current communicative approaches, especially CLT, CL and TBL. The reason is that, according to the literature and the curricular framework described in the third section of my dissertation, these approaches are the most effective tools with which to promote learning and produce a significant improvement in students' acquisition of the L2 and key competences under the aforementioned circumstances. CLT, CL and TBL make a natural marriage in Foreign Language Teaching because they treat language as a tool for communication, promote interaction and contribute to learners' communicative competence, by means of activities that, as applied throughout my proposal, provide students with opportunities to engage in target language use, promote functional communication in real contexts and focus on meaning, fluency and the command of the communicative competence.

Having said that, I would like to point out that the results of the implementation of my learning unit were not as positive and satisfying as expected. Although, as originally intended, the kind of activities did contribute to students' development of the communicative competence, collaborative skills and key competences, their response to this communicative approach was

discouraging. Despite the fact that every lesson was thoroughly prepared beforehand and students were excited due to the fact that they were used to more traditional lessons, many times students were difficult to control or did not pay sufficient attention. On other occasions there was not time to complete tasks cycles, because although activities were designed according to students' interests in order to stimulate and engage them in language use, many of them failed to appeal students resulting ineffective or it was complicated to make them follow the steps according to which activities were designed in order to be effective in terms of CLT or CL.

The main reason for these shortcomings seems to have been the fact that the group of students was completely unfamiliar and unused to this kind of communicative teaching. In my opinion, the current communicative approaches have to be introduced in the EFL classroom little by little so as to make students familiarize themselves with them progressively and be able to make the most out of them with the passing of time. As I learned myself, we teachers cannot assume that our students' are as ready for and predisposed to new methodologies as we are and ignore the fact that there could be factors that impede this kind of communicative teaching. For example, the teacher must possess great monitoring skills in order to control students' behaviour and guarantee the completion of activities or students must present the adequate personality and levels of oral proficiency to fully participate in communicative tasks. Sometimes, teachers are prepared for it but students are not and it takes time and effort to make them used to these innovative approaches so as to apply them effectively.

Besides, I think that my proposal presents some limitations which would need further improvement or new lines of inquiry. In the first place, although I have tried to use the principles of TBL in order to focus also on form, my proposal gives priority to meaning. Thus, I think grammatical contents should be more prominent because these are also important for the development of the communicative competence and, accordingly, the proposal would be more effective. Secondly, although my proposal involves the elaboration of a project, the travelling brochure, this aspect should be significantly improved in order to fulfil the requirements of Project Based Learning. For example, it should incorporate more fields of knowledge and subjects, the exploration of a more realistic problem or challenge and take place during a more extended period of time.

Finally, for these reasons, I came to understand that the reality of the EFL classroom and the teaching-learning process is very complex and does not limit itself to a number of theories and approaches. Accordingly, although initially I advocated for a purely strong communicative approach, my teaching experience during the placement period taught me that we teachers need to be more flexible and understand that the current communicative approaches also have limitations, such as the risk of focusing on meaning at the expense of form or the

difficulty to guarantee active and meaningful language use, which we can improve by looking back to traditional methodologies because these also have some positive things to offer.

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7. APPENDIXES

7.1 . Learning unit specific objectives

- To communicate with each other in the L2 in order to recall previous vocabulary, structures and knowledge related to travelling.
- To communicate with each other in the L2 in order to reach agreements and understanding.
- To be able to effectively describe and express opinions and convey relevant information about past experiences related to travelling.
- To work cooperatively and collaboratively with others in order to reach a shared goal and complete tasks.
- To understand and identify the main ideas and structures in a travelling text and learn related vocabulary.
- To plan, design, write and present a travelling brochure in groups employing the formal and lexico-grammatical aspects learned throughout the unit.
- To understand the importance of culture and travelling as a source of personal learning and growth.

7.1.2. Learning unit specific contents

	<u>Listening:</u> <u>Bloque 1</u>	<u>Speaking:</u> <u>Bloque 2</u>	<u>Reading:</u> <u>Bloque 3</u>	<u>Writing:</u> <u>Bloque 4</u>
Abilities and strategies of comprehension and production	-Comprehension of oral messages in class communication -Comprehension of information in oral texts	-Production of oral texts in meaningful communication -Participation in class and non-class related	Comprehension of texts related to the topic of travelling -Identification of structures and main ideas in a	-Composition of brief texts related to the topic of travelling -Learning and employment of

	-Appropriate use of comprehension strategies	conversations	text	writing strategies
Socio-cultural and socio-linguistic aspects	-Understanding of linguistic registers and communicational social rules -Respecting different ideologies	-See bloque 1	-See bloque 1	-See bloque 1
Communicative functions	-Exchange of information -Description and comparison of experiences -Establishing and maintaining communication	-See bloque 1	-See bloque 1	-See bloque 1
Syntactic and discursive structures	-Present and past tense -Irregular verbs -Simple and complex sentences -The use of connectors	-See bloque 1	-See bloque 1	-See bloque 1
Oral vocabulary of common use, reception and	-Personal identification -Environment	-See bloque 1	-See bloque 1	-See bloque 1

production	<ul style="list-style-type: none"> -Daily routines -Trips and vacation -Means of transport -Frequent expressions related to the topic of travelling 			
Sound patterns, accents, rhythm and intonation; Graphic and ortographic patterns and conventions	<ul style="list-style-type: none"> -Basic notions for intonation, rhythm and accent -Recognition of /s/, /z/ and /iz/ sounds at the end of words - -ed and -ing forms 	-Contracted forms	Comprehension of basic digital language Comprehension of currency symbols -Understanding of dates	-Production and use of the elements described in bloque 3

7.2. Learning unit: Lesson plans 1 to 6

Lesson Plan 1:

Target Grade Level: 1st year ESO

Expected learning outcomes	<p>At the end of this lesson:</p> <ul style="list-style-type: none">-Students will be able to reflect about their travelling experiences and express and describe them orally in communicative exchanges adequately (Crit. IN. 2.2)-Students will be able to activate previous schematic knowledge about English related to travelling and reflect on the use of language in real communicative situations (Crit. IN. 2.2)-Students will be able to understand, summarise and extract information from a text in order to express their own ideas and conclusions to others appropriately (Crit. IN. 3.1)
Skills, micro-skills and strategies to be developed	<p>This lesson is aimed at teaching the following skills:</p> <p>Speaking (as interaction and transaction), writing, reading and listening</p> <p>This lesson contributes to the development of the following key competences:</p> <p>Communicative, learning to learn and cultural awareness and creativity</p> <p>This lesson takes into account the following elements of cooperative learning:</p> <p>Positive interdependence, individual accountability and equal participation</p>

Lesson Plan 1:

Target Grade Level: 1st year ESO

Teacher's guide	Description of activities	Teacher talk	Timing
Pre-Task activities and critical input	<p><u>Activity 1:</u></p> <p>In order to introduce the topic and activate students' previous schematic knowledge, teacher projects a series of pictures related to travelling.</p> <p>Teacher asks students in pairs to write a very brief description of the pictures in a piece of paper. Learners take turns back and forth generating written responses using the rally table cooperative structure.</p> <p><u>Activity 2:</u></p> <p>Teacher asks the students in the same pairs to discuss and describe their best travelling experience to date following the three-step cooperative structure of Timed-Pair-Share. First, teacher gives students 1 minute to think silently about the question. Second, teacher gives every pair 2 minutes to exchange thoughts. Finally, pairs share their ideas with the entire group.</p>	<p>Good morning everyone! Today we are starting a new unit about travelling! We are going to do many different activities and also a project! We will discuss that later.</p> <p>Now, I want you to write a brief description of these pictures in a piece of paper with your shoulder partner. You have to take turns and write back and forth, ok? Let's go!</p> <p>Well done! Very interesting ideas!</p> <p>For the next activity I want you to keep the same pairs. Now, you have to think and discuss your best travelling experiences, ok?</p> <p>First, you have 1 minute to think on your own. After that, you will have 2 minutes to exchange your experiences with your shoulder partners. Finally, you will share your ideas with all of us, is that clear? Perfect! Time starts...NOW!</p>	<p>7'</p> <p>8'</p>
	<p><u>Activity 1:</u></p> <p>Students make a Jigsaw reading exercise with 3 different but topic-related texts. The class is divided into 3 groups of 8 experts</p>	<p>Perfect guys! You did very well!</p> <p>For the next 30 minutes you are going to do a Jigsaw reading, ok? I know you love jigsaws!</p>	<p>30'</p>

<p>Learning Task</p>	<p>and each of these groups is given a different text: A, B or C. Students are expected to close an information gap by communicating.</p> <p>First, the texts are jumbled into 8 pieces so experts in the group have to interact, communicate and ask questions in order to agree and order the texts.</p> <p>Once the text is ordered, experts have to read and complete a chart about the texts.</p> <p>Then, in order to promote individual accountability requiring each student to learn or complete a small portion of a task, experts go back to their original groups (8 of 3), and explain their text to the other members of the group so as to help them to complete the respective charts.</p> <p><u>Activity 2:</u></p> <p>As a way to improve students production and promote the development of fluency through the repetition of performance, and especially aimed at fast finisher groups, students are asked to answer a series of questions about the texts read in the Jigsaw which require them to communicate and reach agreement.</p>	<p>I am going to make 3 groups of 8 people for the first part of the activity. Then, you will make 8 groups of 3 people, 1 from every previous group.</p> <p>We have 3 different texts. Each of the groups has a different one. You have to read the text and complete the chart below. However, they are jumbled! So first you need to put them in the right order. C'mon!</p> <p>Great! Now go to your groups of 3 and explain your text to the other two members to help everyone to complete the charts about the three texts.</p> <p>For those of you who have finished, here you have a few questions about the texts that I want you to answer together in your groups.</p>	
	<p><u>Activity 1:</u></p>	<p>Great job guys! You did very well today in every aspect!</p>	<p>5'</p>

Post-Task Activities and Understanding Performances	<p>Now that the language used is relevant for students and required for a communicative purpose after the task, teacher reviews and directs learners' attention to specific errors occurred during the task in order to bring form into focus.</p> <p>Teacher exemplifies, explains, corrects and practices the most important errors and discusses any problematic aspects regarding grammar, vocabulary or pronunciation.</p>	<p>Congratulations!</p> <p>In the final minutes of the lesson, I want to call your attention about some mistakes I have seen and heard. Let's comment on them together.</p>	
Verification and Policy on Error Correction	<p>Teacher monitors students during the lesson.</p> <p>Teacher observes and assesses learners during the lesson.</p> <p>When an error is committed by any of the students, teacher recasts the sentence in which the error has been committed and makes sure the student is aware that an error has occurred.</p>		

Lesson Plan 1:

Target Grade Level: 1st year ESO

<p>Materials Needed:</p> <p>Appendixes 7.3.1, 7.3.2 and 7.3.3 corresponding to the materials needed for some of the activities in this lesson plan.</p>	<p>Other Resources:</p> <p>Computer and projector to project images in activity 1 at the pre-task stage.</p>
<p>Homework:</p> <p>None.</p>	<p>Notes on Lesson:</p> <p>Teacher should introduce the unit in an attractive way for learners.</p>

	<p>Teacher should give examples: description on an image in the images activity and introduce one of her/his travelling experiences to students.</p> <p>Teacher should make an effort to explain very careful and clearly the Jigsaw given the organizational complexity of the activity. According to my own experience, students need to know exactly what to do in this kind of cooperative activities.</p>
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Lesson Plan 2:

Target Grade Level: 1st year ESO

Expected learning outcomes	<p>At the end of this lesson:</p> <ul style="list-style-type: none">-Students will be able to learn what language to use and how to use it in real travelling situations (Crit. IN. 2.1)-Students will be able to learn how to use English to communicate with each other respecting different opinions (Crit. IN. 2.2)-Students will be able to do a role play based on the knowledge acquired in the lesson (Crit. IN. 2.1)-Students will be able to know about different strategies to facilitate learning (Obj. IN. 6)
Skills, micro-skills and strategies to be developed	<p>This lesson is aimed at teaching the following skills:</p> <p>Speaking (as interaction, transaction and performance), writing (as a product), reading and listening</p> <p>This lesson contributes to the development of the following key competences:</p> <p>Communicative, mathematical, learning to learn, social and civic and cultural awareness and creativity</p> <p>This lesson takes into account the following elements of cooperative learning:</p> <p>Positive interdependence, individual accountability and simultaneous interaction</p>

Lesson Plan 2:

Target Grade Level: 1st year ESO

Teacher's guide	Description of activities	Teacher talk	Timing
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<p>Pre-Task activities and critical input</p>	<p><u>Activity 1:</u></p> <p>After recalling the previous lesson and introducing this one, teacher gives every student a card in order to do a pair formation activity following the Find Someone Who cooperative structure.</p> <p>Half of the students are given a card with a question about travelling and the other half the answers to these questions.</p> <p>Students have to stand up and move around the class asking questions and communicating in order to find their pair without showing the card. Students keep a hand raised until they find a partner.</p> <p>This activity is not only a dynamic and communicative way to form pairs, it also prepares students to perform the following task by predisposing learners to use specific language or linguistic forms.</p> <p>If there are fast finishers, following the Quiz Quiz Trade cooperative structure, students can trade cards to repeat the process with a new partner.</p>	<p>Good morning everyone! How are you today? That's great!</p> <p>Let's continue with the travelling unit!</p> <p>For the first activity I want everyone to find a partner! Sounds good, doesn't it?</p> <p>I am giving everyone of you one of these cards. Half of them have a question about travelling and the other half the answers for those questions.</p> <p>I want you to move around the class and talk and ask questions in order to find your pair. Please, keep a hand raised until you do so. Let's go! Stand up and move!</p> <p>Great! Those of you who have already finished please trade your cards and try again.</p>	<p>5'</p>
<p>Learning Task</p>	<p><u>Activity 1:</u></p> <p>Once pairs have been formed, teacher motivates students to move on to the next activity: a travel agency dialogue and role play.</p> <p>Every pair is given a sheet with a jumbled dialogue that they first</p>	<p>Well done guys! I see everyone has a partner. Perfect!</p> <p>For the next activity I want you to work with the same mate you ended up, right? It is a travel agency role play!</p> <p>You are going to be travel agents and travellers! Are you</p>	<p>20'</p>

	<p>have to order. In this way, students are presented with an information gap which demands students to use communicate and use real life language, such as asking questions or dealing with misunderstandings. Also, this kind of activity requires learners' to employ cognitive processes, such as reasoning or ordering information in order to complete the task.</p> <p>Following the Take Off-Touch Down cooperative structure, teacher asks pairs to stand once they have sought consensus on the order of the dialogue. Then, students present their answers with the Team Show Me! Cooperative structure and teacher check for correctness.</p> <p>Once all the groups have finished ordering the dialogue, teacher hands the key out for correction. Teacher asks for volunteers to perform the key in front of the class.</p> <p><u>Activity 2:</u></p> <p>In order to provide learners with opportunities for the use of language as a tool, to adapt to the role of real language users, and focus on meaning and fluency, teachers asks students to create their own travelling dialogue.</p> <p>In this case, students are encouraged to use any language of their choice, a language which is not dictated but required for that</p>	<p>ready?</p> <p>I am giving every pair one of these sheets. They contain a jumbled conversation in a travel agency. First, I want you, with your shoulder partner, to agree on the right order. C'mon!</p> <p>Once you have it done, please stand up. Then I will ask all of you to show me your answers. Right? Perfect! Continue!</p> <p>Good job! You did it fantastic!</p> <p>Now, please have the key dialogue and we will read and correct it together.</p> <p>Now, I want every pair to invent a similar dialogue, ok? It can be shorter. You have to stick to the travel agency context or situation but you can talk about whatever you want.</p> <p>Afterwards, volunteers will be able to perform their dialogue for the rest of the class! C'mon!</p>	15'
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	<p>communicative purpose. That is, they have to somehow preserve the meaning of the situation but not the language.</p> <p>Finally, teacher asks for volunteers to perform dialogues.</p>		
Post-Task Activities and Understanding Performances	<p><u>Activity 1:</u></p> <p>As a reflection on the lesson and the task, students are asked to write a mind map on their notebooks summarising what they have done during this lesson. This will contribute to the development of metacognitive strategies of evaluating or planning.</p> <p><u>Activity 2:</u></p> <p>In order to improve students' production and facilitate and promote the development of fluency, teacher asks for volunteers to repeat the dialogue performance.</p>	<p>Ok, now it's your turn to write a Mind Map. Please, include a summary of what you have done in today's lesson and the most important things you have learnt.</p> <p>We have enough time for two more travel agency performances! Any volunteers? Perfect! Come to the stage!</p>	10'
Verification and Policy on Error Correction	<p>Teacher monitors students during the lesson.</p> <p>Teacher observes and assesses learners during the lesson.</p> <p>Teacher uses recasting and other correction strategies to avoid anxiety.</p> <p>Teacher checks understanding by writing key concepts on the blackboard.</p>		

Lesson Plan 2:

Target Grade Level: 1st year ESO

<p>Materials Needed:</p> <p>Appendixes 7.3.4, 7.3.5 and 7.3.6 for some of the activities included in this lesson plan.</p>	<p>Other Resources:</p> <p>None.</p>
<p>Homework:</p> <p>None.</p>	<p>Notes on Lesson:</p> <p>For this lesson, I would recommend teachers to prepare some extra cards beforehand for the first activity in order to have resources for any possible fast finishers.</p> <p>Teacher should monitor and pay attention to students' use of L1 and encourage them to use L2 permanently, given the amount of time they will have to communicate.</p>

Lesson Plan 3:

Target Grade Level: 1st year ESO

Expected learning outcomes	<p>At the end of this lesson:</p> <ul style="list-style-type: none">-Students will be able to activate previous schematic knowledge and learn new vocabulary about the topic of travelling (Crit. IN. 3.2)-Students will be able to comprehend and identify relevant information in oral texts about the topic of travelling (Crit. IN. 1.1)-Students will be able to learn how reach consensus in order to make plans and arrangements for a trip or vacation (Crit. IN. 2.2)-Students will be able to use and assess lexico-grammatical aspects seen in the unit (Crit. IN. 4.1)-Students will be able to know about different strategies to facilitate learning (Obj. IN. 6)
Skills, micro-skills and strategies to be developed	<p>This lesson is aimed at teaching the following skills:</p> <p>Reading, speaking (as interaction and transaction), listening and writing (as a product)</p> <p>This lesson contributes to the development of the following key competences:</p> <p>Communicative, learning to learn, cultural awareness and creativity and social and civic</p> <p>This lesson takes into account the following elements of cooperative learning:</p> <p>Positive interdependence, individual accountability and equal participation</p>

Lesson Plan 3:

Target Grade Level: 1st year ESO

Teacher's guide	Description of activities	Teacher talk	Timing
	<u>Activity 1:</u>	Hello! Good morning, is everyone good today? Ready to	5'

<p>Pre-Task activities and critical input</p>	<p>In order to prepare students to perform the task and as an introduction to the lesson and activation of schemata, teacher exposes students' to language to provide input by projecting a Word Cloud on the screen.</p> <p>The Word Cloud includes vocabulary seen in the previous lessons but also serves to target unfamiliar vocabulary.</p> <p>Students work in pairs within team groups of 4. Students have 1 minute to see how many words they know from the Word Cloud. Then, pairs huddle and share ideas for improvement. Finally, teacher calls for either A or B in the pairs to share their ideas and words with face partner.</p> <p><u>Activity 2:</u></p> <p>In the same groups of 4, students play Guess the Word. Every student in the team is given a card with 3 words related to travelling and their definitions.</p> <p>Using the Round Robin cooperative structure, students take turns to read their definitions and provide the others with some time to guess the word.</p> <p>At the end, teacher uses the Numbered Heads Together to select one member randomly to be held accountable and share how the game gone.</p>	<p>learn some travelling English? That's what I thought! Let's go!</p> <p>Do you see that? Do you know what it is? It is a Word Cloud. Cool, isn't it?</p> <p>In pairs within your groups of 4, I want every student to look at the Word Cloud and see how many of these words do you know.</p> <p>After that, I want you to share ideas with your shoulder partner. Finally, you will do the same with your face partner.</p> <p>Well done guys! Now we are going to do an activity called Guess the Word! Does it ring a bell?</p> <p>I am going to give everyone of you a card with 3 words and their definition.</p> <p>In the same groups of 4 you have to take turns to read the definitions in your card. The other people in the group have to guess the words. Clear? Let's go!</p>	<p>5'</p>
	<p><u>Activity 1:</u></p>	<p>Well done class! Perfect!</p>	<p>25'</p>

<p>Learning Task</p>	<p>Teacher plays a short audio clip in which 2 people are planning a trip or vacation. Together with this, teacher hands out a check-sheet for the listening activity.</p> <p>Teacher plays clip twice. The first time, students just have to listen and try to comprehend the conversation. The second time, learners are asked to write whether different information items are dealt with in the audio or not in an information gap exercise.</p> <p>Both stages are done individually.</p> <p><u>Activity 2:</u></p> <p>Students get in the groups of 4 again for the planning of a trip. After being exposed to real language samples, students are encouraged to focus on meaning and use language as a tool in order to discuss, reason and seek consensus on the planning of a trip or vacation.</p> <p>To not detract from a focus on meaning, students are encouraged to focus on language and use any language of their choice. As long as they plan a trip according to the minimums seen before, they can think for themselves how best to express what they want to say.</p> <p>Finally, a representative from each group, selected by consensus within the group, briefly explains the trip plan for the rest of the</p>	<p>Now we are going to listen together to two people planning a trip, ok?</p> <p>First, just listen carefully. Then I will play it a second time and you have to complete the chart. Pay attention to what they say about their trip plan!</p> <p>Ok, now in the same groups as before, you will have to plan your own trip. Are you ready? Great!</p> <p>You have to discuss and agree on the information that you want to include in your plan.</p> <p>You can get inspiration from the listening but you can be original and creative too and say whatever you think is necessary for your incredible trip plan!</p> <p>Please try to plan a great trip because afterwards one person</p>	
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	class.	of your choice in every group will be asked to share and explain the trip to the rest of the class. You can start now!	
Post-Task Activities and Understanding Performances	<p><u>Activity 1:</u></p> <p>In order to find a balance between meaning and form and fluency and accuracy, and now that after the main task the language is already relevant for students, this activity explicitly focuses on a particular aspect of the language system: modal verbs.</p> <p>Teacher gives an envelope to each of the 6 groups of 4. Every envelope contains a different question about the usage of modal verbs in a paper.</p> <p>First, every group has to answer the question in the other side of the paper following the Round Table Consensus cooperative structure, that is, every member says ideas out loud but only one writes ideas down after agreement.</p> <p>Second, groups put the paper back in the envelope and pass it to the next group clockwise. Now, groups have to correct the answers found in the envelope using the theoretical materials provided.</p> <p>Finally, groups pass envelopes the same way as before. This time, just reading the answer found on the envelope, groups have to discuss to come up with the original question for that answer.</p> <p><u>Activity 2:</u></p>	<p>In the next activity you are going to work in groups again. I will give each of the groups an envelope, right?</p> <p>The first thing you have to do is to discuss in your groups the correct answer for the question about modal verbs inside the envelope.</p> <p>Well done! Now pass the envelopes closed clockwise to the next group. What you have to do is to correct any possible mistakes in the previous group's answer inside the envelope you have now. Use a red marker for corrections please.</p> <p>Finally, pass envelopes again, and just reading the answer written by the original group, you have to guess what the question was. Ok? Let's go!</p>	12'

	<p>In the final minutes of the lesson, teacher hands out a One Minute Paper and asks students to complete it individually. The paper has two questions about the main things students have learnt and if they still have any doubts related to the lesson.</p> <p>Finally, teacher collects papers and uses the information provided by students' evaluation of the lesson to prepare and improve following ones.</p>	<p>Very well done!</p> <p>Finally, I want you to complete this One Minute Paper.</p> <p>It is very easy. You just have to tell me about what you have learnt today and if you still have any doubts.</p>	3'
Verification and Policy on Error Correction	<p>Teacher monitors students during the lesson.</p> <p>Teacher observes and assesses learners during the lesson.</p> <p>Teacher promotes and encourages peer-correction, especially during group activities, such as the trip plan.</p> <p>Teacher assess students learning through the use of rubrics.</p>		

Lesson Plan 3:

Target Grade Level: 1st year ESO

<p>Materials Needed:</p> <p>Appendixes 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11 and 7.3.12 for the different activities included in this lesson plan.</p>	<p>Other Resources:</p> <p>Computer and projector, speakers or appropriate sound system and envelopes for modal verbs activity.</p>
<p>Homework:</p> <p>None.</p>	<p>Notes on Lesson:</p> <p>Teacher should make sure to include some familiar and some 'new' words for students in the Word Cloud.</p>

	<p>Teachers should make emphasis and explain very clearly how the modal verbs and listening chart activities work and what are they expected to do exactly.</p> <p>Teacher should encourage students to complete the One Minute Paper sincerely since it will be used for future improvement by the teacher.</p>
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Lesson Plan 4:

Target Grade Level: 1st year ESO

Expected learning outcomes	<p>At the end of this lesson:</p> <ul style="list-style-type: none">-Students will be able to identify and understand relevant information and characteristics about real travelling brochures (Crit. IN. 3.1)-Students will be able to communicate with others in order to discuss and reach agreement about aspects related to the unit (Crit. IN. 2.2)-Students will be able to write a travelling brochure according to its distinctive features (Crit. IN. 4.1)-Students will be able to know about different strategies to facilitate learning (Obj. IN. 6)
Skills, micro-skills and strategies to be developed	<p>This lesson is aimed at teaching the following skills:</p> <p>Reading, speaking (as interaction and transaction) and writing</p> <p>This lesson contributes to the development of the following key competences:</p> <p>Communicative, learning to learn and cultural awareness and creativity</p> <p>This lesson takes into account the following elements of cooperative learning:</p> <p>Simultaneous interaction and positive interdependence</p>

Lesson Plan 4:

Target Grade Level: 1st year ESO

Teacher's guide	Description of activities	Teacher talk	Timing
	<p><u>Activity 1:</u></p> <p>In order to present the task/project in a way that motivates</p>	<p>Good morning everyone! You won't believe what happened yesterday! I received this letter, it is for you! I need a</p>	<p>10'</p>

<p>Pre-Task activities and critical input</p>	<p>learners, teacher announces that s/he has received a very important letter from a famous travel magazine. S/he explains that the class has been challenged to participate in the magazine by writing a brochure promoting a chosen destination.</p> <p>Teacher hands out copies of the letter and asks volunteers to read it in front of the class.</p> <p>Teacher asks students their opinion about travelling magazines and brochures, if they would like to participate, and what they think they would be required to do.</p> <p>Finally, teacher explains that the project involves writing a brochure and giving an oral presentation and informs about the planned work schedule for the rest of the unit.</p>	<p>volunteer to read it, please.</p> <p>What do you think? Do you know what a brochure is? I am sure you can recall from our first lesson. Right!</p> <p>Would you like to participate? I am sure you are going to do an amazing job!</p> <p>So please keep in mind that you will have you design a brochure with your group and also to give an oral presentation at the end of the unit.</p>	
<p>Learning Task</p>	<p><u>Activity 1:</u></p> <p>In order to expose students to real language samples, and also to provide them with real examples, teacher hands out a copy with two real brochures and asks for volunteers to read them. As the texts are being read, teacher draws students' attention to relevant vocabulary and structures about travelling which they pinpoint together.</p> <p><u>Activity 2:</u></p> <p>After teacher checks understanding, following the rally robin cooperative structure, students with their shoulder partner</p>	<p>In order to make sure you know how brochures are and look, I am going to show you two real ones, ok?</p> <p>I need volunteers to read them. Perfect! We will comment on their vocabulary and structure, and everything you need to know, as we read them together, ok? Let's go!</p> <p>Ok, now let's share ideas about these beautiful brochures!</p>	<p>25'</p>

	brainstorm about the structure, organization and conventions of brochures. Students are asked to write a list and afterwards pairs share ideas with the class.		
Post-Task Activities and Understanding Performances	<p><u>Activity 1:</u></p> <p>Teacher projects on the screen the list of 6 groups of 4 for the brochure project. Teacher has formed heterogeneous teams previously in order to allow less fluent students to be supported by more advanced peers.</p> <p>Then, students get in their teams in order to discuss for the rest of the lesson the destination they chose for the brochure.</p> <p><u>Activity 2:</u></p> <p>Teacher asks students to write a brief draft for the brochure, including the destination, main ideas and structure.</p> <p><u>Activity 3:</u></p> <p>Following the Teams Post structure, each team is designated a place at the whiteboard and a team representative summarises the teams' brochure main aspects. This way, students can see what and how others are doing.</p> <p>Finally, teacher writes down the destination chosen by each group to keep a record and s/he reminds students that they will have the whole following class for the preparation of the brochure and the oral presentation.</p>	<p>Well done class! Magnificent job!</p> <p>These are the groups I want you to work in for the project.</p> <p>I want every group to get together and start discussing the content of your brochures for the rest of the class! Move!</p> <p>Please, make sure one of the members writes a draft for your brochure. I will collect them at the end.</p> <p>Finally, to get some ideas and see how the other groups are doing, I want a representative from every group to summarise your brochures on the blackboard.</p>	15'

Verification and Policy on Error Correction	<p>Teacher monitors students during the lesson.</p> <p>Teacher observes and assesses learners during the lesson.</p> <p>Teacher promotes peer-correction.</p> <p>Teacher uses recast and other non-direct strategies for corrective feedback and writes down key concepts on the blackboard.</p>		
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Lesson Plan 4:

Target Grade Level: 1st year ESO

<p>Materials Needed:</p> <p>Appendixes 7.3.13 and 7.3.14 for some of the activities included in this lesson plan</p>	<p>Other Resources:</p> <p>Computer, projector and blackboard.</p>
<p>Homework:</p> <p>Teacher asks students to look for information about their destinations for the following lesson so as to save time.</p>	<p>Notes on Lesson:</p> <p>It is important that teachers introduce the idea of the brochure's project with originality and enthusiasm in order to engage learners. Although it is not necessary, it is a great idea to write a kind of invitation letter from magazines or radio shows for this purpose.</p> <p>While pinpointing the vocabulary and structures from the two brochures handed-out, teacher can encourage students to use certain structures, conventions or expressions in their brochures.</p> <p>Teacher should make sure students know the work schedule for the project.</p>

Lesson Plan 5:

Target Grade Level: 1st year ESO

Expected learning outcomes	<p>At the end of this lesson:</p> <ul style="list-style-type: none">-Students will be able to use English as a means of communication while working on the brochure (Crit. IN. 2.2)-Students will be able to discuss and write texts in groups including the main aspects of the lesson (Crit. IN. 4.1)-Students will be able to work and make decisions cooperatively respecting others' opinions (Crit. IN. 2.3)-Students will be able to know about different strategies to facilitate learning (Obj. IN. 6)
Skills, micro-skills and strategies to be developed	<p>This lesson is aimed at teaching the following skills:</p> <p>Speaking (as interaction and interaction) and writing (as a product)</p> <p>This lesson contributes to the development of the following key competences:</p> <p>Communicative, digital, learning to learn and cultural awareness and creativity</p> <p>This lesson takes into account the following elements of cooperative learning:</p> <p>Positive interdependence and individual accountability</p>

Lesson Plan 5:

Target Grade Level: 1st year ESO

Teacher's guide	Description of activities	Teacher talk	Timing
Pre-Task activities and	<p><u>Activity 1:</u></p> <p>Teacher brings attention to the brochure project and reminds</p>	<p>Good morning! Are you ready to continue working on your projects? Remember, as I told you yesterday, today you</p>	<p>5'</p>

critical input	<p>students about what they did on the previous lesson.</p> <p>Then, teacher projects on the screen the list of destinations chosen by each team, reads it aloud and allows students to change their decision.</p> <p>Finally, in order to prepare students to perform the task, teacher gives students' drafts back after correction.</p>	<p>have the whole lesson to work on your brochures.</p> <p>I will be around in case you have any doubts or questions, ok?</p> <p>Before we start, does any group want to change the destination for the brochure? Perfect, let's start now then!</p>	
Learning Task	<p><u>Activity 1:</u></p> <p>Students get in their groups and start working on the brochure for the rest of the lesson.</p> <p>They can use any kind of information that they have prepared or brought from home. Alternatively, they can use computers or ipads if available in order to search for information on the internet.</p> <p>Finally, teacher asks students to present a report on their projects and how they are doing them.</p>	<p>Get in your groups and start working! C'mon!</p> <p>Please remember that you can use the computers to search for information or images, ok?</p> <p>Also, please, write a brief report on your projects so I can see how you are doing.</p>	40'
Post-Task Activities and Understanding Performances	<p><u>Activity 1:</u></p> <p>Using the Traveling Heads Together cooperative structure, which is a variant of Numbered Heads Together, teacher calls a number and the students with that number on each team stand and 'travel' to the board to share the main ideas of their brochure with the rest.</p> <p>Finally, teacher is given reports and gives feedback to each of the</p>	<p>Great! I saw you are doing a really fantastic job guys!</p> <p>Before you give me your reports, I want you to travel here and explain how you are doing to all of us!</p>	5'

	groups so as to let students know what they need to improve or change for their oral presentations if necessary.		
Verification and Policy on Error Correction	<p>Teacher monitors students during the lesson.</p> <p>Teacher observes and assesses learners during the lesson.</p> <p>Teacher promotes peer-correction.</p> <p>Teacher uses recast and other non-direct strategies for corrective feedback and writes down key concepts on the blackboard.</p>		

Lesson Plan 5:

Target Grade Level: 1st year ESO

<p>Materials Needed:</p> <p>None.</p>	<p>Other Resources:</p> <p>Computers or I-pads if available.</p>
<p>Homework:</p> <p>None.</p>	<p>Notes on Lesson:</p> <p>Teacher should be monitoring during groups autonomous work and always available in order to help students with their brochures.</p>

Lesson Plan 6:

Target Grade Level: 1st year ESO

Expected learning outcomes	<p>At the end of this lesson:</p> <ul style="list-style-type: none">-Students will be able to use the grammar, vocabulary, expressions and knowledge learnt throughout the unit adequately both in the written and spoken form (Crit. IN. 2.1; Crit. IN. 4.1)-Students will be able to present and express their ideas in oral presentations (Crit. IN. 2.2)-Students will be able to practice and improve their oral skills (Crit. IN. 2.3)
Skills, micro-skills and strategies to be developed	<p>This lesson is aimed at teaching the following skills:</p> <p>Speaking (as interaction and performance) and listening</p> <p>This lesson contributes to the development of the following key competences:</p> <p>Communicative, digital, cultural awareness and creativity and social and civic</p> <p>This lesson takes into account the following elements of cooperative learning:</p> <p>Equal participation and positive interdependence</p>

Lesson Plan 6:

Target Grade Level: 1st year ESO

Teacher's guide	Description of activities	Teacher talk	Timing
Pre-Task activities and	<p>Teacher reminds students of the things they are expected to do for their oral presentations.</p> <p>Presentation should last from 5 to 6 minutes approximately and all</p>	<p>Good morning guys! The day has finally come! Are you ready? Sure you are after the great job you have done throughout the unit!</p>	5'

critical input	members must participate.	Let's start with the oral presentations! You already know what you have to do. C'mon!	
Learning Task	<u>Activity 1:</u> The different groups give their oral presentation according to the previously scheduled order.	Teacher introduces every group.	40'
Post-Task Activities and Understanding Performances	<u>Activity 1:</u> In order to contribute to the development of metacognitive strategies of evaluating, students are asked to evaluate and give feedback on the project and the unit by completing a self-reflection paper. They discuss what they have learnt and the positive and negative aspects, if any, of the type of communicative and cooperative learning process they have gone through in the unit.	Very very well done! The results of your work have been amazing! Congratulations everyone! To finish the unit, I would like to know your opinion about the unit, the project and the type of activities you have been asked to complete throughout the process. Have you enjoyed it? Would you change or improve anything? Please talk about it in this reflection paper. Thank you!	5'
Verification and Policy on Error Correction	Teacher monitors students during the lesson. Teacher observes and assesses learners during the lesson. Teacher promotes peer-correction and uses a variety of rubrics for		

	correction.		
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Lesson Plan 6:







Target Grade Level: 1st year ESO

Materials Needed: Appendix 7.3.15 for the final reflection paper in this lesson plan.	Other Resources: Computer, projector, speakers or sound system.
Homework: None	Notes on Lesson: None.

7.3. Materials

7.3.1



Ivan Boyko		June 5, 2016	 Lufthansa
LH 907 to Frankfurt	Boarding 9:10 AM	Seat A22	 Window
Terminal 2 Boarding area D	Gate D10		
	Boarding priority 1 2 3 4	Departing 9:40 AM 	
			
In Frankfurt take Sky Train to Terminal 1			







7.3.2

Texts and chart adapted and retrieved from:

<https://www.teachingenglish.org.uk/article/round-world-travellers>

Text A

James Bowthorpe, aged 31, became the fastest man to cycle round the globe when he arrived at Hyde Park in London on September 19th 2009. It took him just 176 days to travel through 20 countries on his epic 18 000-mile (29 000 km) journey.

James pedalled out of the English capital, his home town, carrying 30 kilos of gear which included a GPS tracking system, camera batteries and a phone; all powered by a dynamo connected to his bike. He was sponsored by a British newspaper and managed to raise over £ 58 000 for research into Parkinson's disease.

He crossed mountains and deserts, rode along terrifying highways, battled against strong winds, collided with a wombat in Australia, broke his back brake and had to fix numerous punctures. In Thailand he was so ill that he lost a fifth of his body weight and had to spend 3 days in bed to recover. His other low points included being attacked by a gang of men (and then thankfully being rescued by a couple of teenagers).

Most of his encounters along the way were friendly and James was pleased to find that Lance Armstrong, the Tour de France winner was following his trip via Twitter. "For a couple of days I imagined him watching me with his arms folded, shaking his head at my technique," Bowthorpe says.

Information from The Independent, The Guardian

Text B

Rosie Swale Pope, a grandmother from Wales, took five years to run around the world. She was 61 when she completed her round-the-world trip in August 2008. Her 20 000 mile (32 190 km) journey, which took her through the Northern Hemisphere including Europe, America, Greenland and Iceland, raised funds for a Russian orphanage and promoted cancer awareness.

Rosie carried her equipment on a small trailer as she ran. She either camped at night or stayed with people she met on the way. She met lots of people on route; most of them friendly. She received 29 proposals of marriage (9 of them in Poland) and was rescued from the snow during a blizzard by a local in Alaska.

Did she encounter any difficulties? As well as being hit by a bus, experiencing freezing temperatures and suffering from pneumonia, she was knocked unconscious by an axeman as she was crossing a river. She also had to replace her running shoes 45 times.

Information from El Periodico, The Telegraph

Text C

Mike Perham was just 16 when he set off to circumnavigate the globe. He celebrated his 17th birthday alone in the Indian Ocean on his 50-foot (15 m) racing yacht.

A birthday party for one might not sound like much fun to the average teen. Other less enjoyable parts of the trip included numerous stops to repair the yacht's rudder and autopilot, accidentally falling overboard into the water and terrible storms in open sea. One of the most tedious aspects of the trip was having to put up with a diet of 'icky' freeze-dried food.

Against these odds British teenager, Mike completed his 28 000 mile (45 000 km) sea voyage in 9 months and became the youngest person to sail solo around the world in August 2009.

Many people say that 16 is too young to sail around the world alone. But Mike's father was confident that his son had the physical strength, mental capacity and technical ability necessary for the trip.

Information from The Guardian, The Adventure Blog.

Chart included with every text:

Question	A	B	C
Who travelled around the world?			
How did he / she travel?			
How long did the journey take?			
What problems did he / she have?			

7.3.3

Retrieved from:

<https://www.teachingenglish.org.uk/article/round-world-travellers>

Task 4 – Round-the-world travellers: Read all the stories

Read the article and then answer the questions with a partner. Write James, Mike or Rosie. You can write more than one name for some of the questions.

1. Who travelled around the world the faster?
2. Who travelled furthest?
3. Who was sponsored?
4. Who raised money for charity?
5. Who got ill?
6. Who fell in the sea?
7. Who repaired or replaced equipment?
8. Who had the most romantic trip?
9. Who was followed on the internet by a famous sports person

7.3.4.

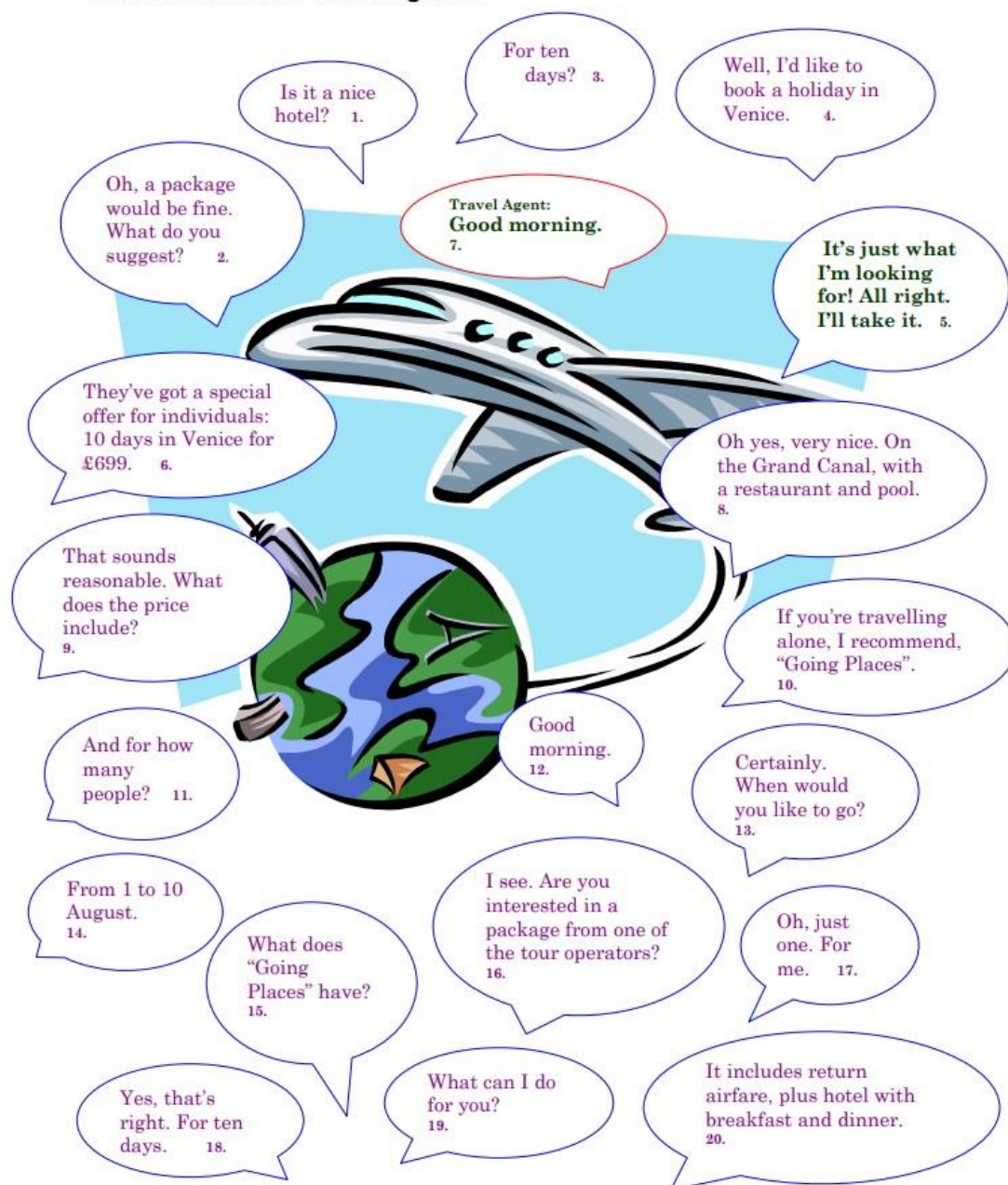
Where did you go?	I went to Morocco
How did you go?	I went by train
Where did you stay?	I stayed in a campsite
What did you eat?	I ate rice and beans
How long did you stay there?	I stayed for 3 weeks
How much money did you spend?	I spent only 120€
What was the weather like?	The weather was extremely hot
What language do people speak there?	They speak English and German
When did you arrive?	I arrived on Monday
When did you leave?	I left on Sunday
What did you take with you? (luggage)	I only took a backpack and a bag
Who did you go with?	I went with my parents and my sister
What did you visit?	I visited some museums and historic places

7.3.5.

Adapted and retrieved from:

<https://www.teachingenglish.org.uk/article/a-reading-task-role-play>

Conversation in a Travel Agent's



7.3.6.

Conversation in a Travel Agent's

Key

TA= Travel Agent

C= Customer

- (7) TA: Good morning.
- (12) C: Good morning.
- (19) TA: What can I do for you?
- (4) C: Well, I'd like to book a holiday in Venice.
- (13) TA: Certainly. When would you like to go?
- (14) C: From 1 to 10 August.
- (3) TA: For ten days?
- (18) C: Yes, that's right. For ten days.
- (11) TA: And for how many people?
- (17) C: Oh, just one. For me.
- (16) TA: I see. Are you interested in a package from one of the tour operators?
- (2) C: Oh, a package would be fine. What do you suggest?
- (10) TA: If you're travelling alone, then I recommend, "Going Places".
- (15) C: What does "Going Places" have?
- (6) TA: They've got a special offer for individuals: 10 days in Venice for £699.
- (9) C: That sounds reasonable. What does the price include?
- (20) TA: It includes return airfare, plus hotel with breakfast and dinner.
- (1) C: Is it a nice hotel?
- (8) TA: Oh yes, very nice. On the Grand Canal, with a restaurant and pool.
- (5) C: It's just what I'm looking for! All right. I'll take it.

7.3.7.



7.3.8.

BUDGET: The amount of money you have for your trip or vacation

TOURISTY: A place which is not attractive because a lot of tourists visit it and it is full of things for them to buy and do

AIRPORT: A place where planes regularly take off and land, with buildings for passengers to wait in

SIGHTSEEING: The act of visiting interesting places such as tourist attractions, specially while on holiday

TRAVEL AGENCY: A company or shop that makes travel arrangements for people

OVERCROWDED: A place which contains a lot of people; A place with a lot of people

TOURIST ATTRACTION: A place that people visit for pleasure and interest, usually while they are on holiday

CURRENCY: The money that is used in a particular country

DESTINATION: The place where someone is going or where something is being sent or taken

LUGGAGE: The bags, suitcases, backpacks or other belongings that you take your possessions in when traveling

BOARDING PASS: A card that a passenger must have in order to be allowed to get on an aircraft or a ship

BROCHURE: A type of small magazine that contains pictures and information about, for example, a place or destination

7.3.9.

Listening retrieved and adapted from:

https://www.examenglish.com/B1/b1_listening_holidays.htm

7.3.10.

		YES	NO
Destination	<i>Where are they going?</i>		
Location	<i>Where is it?</i>		
Means of transport	<i>How are they going there?</i>		
Length of the stay	<i>How long are they going to stay there?</i>		
Accommodation	<i>Where are they going to stay?</i>		
Budget - Travel Costs	<i>How much money do they need?</i>		
Places to visit and things to do	<i>What are they going to do there? Historic sites, important places or landmarks</i>		
Food	<i>What to eat</i>		
Weather	<i>How is the weather like there?</i>		
Language	<i>Which language is spoken there?</i>		

7.3.11.

Envelope 1:

- What do we understand by modal verbs? Please explain and provide 3 examples
- What do we use must and mustn't for? Please explain and provide 1 example of each

Envelope 2:

- What do we use have to and don't have to for? Please explain and provide 1 example of each
- What do we use should and shouldn't for? Please explain and provide 1 example of each

Envelope 3:

- What do we use can and can't for? Please explain and provide 1 example of each
- What do we use could and couldn't for? Please explain and provide 1 example of each

Envelope 4:

- What do we use may and may not for? Please explain and provide 1 example of each
- How do we make questions with modal verbs? Please explain and provide 2 examples

7.3.12.

<p style="text-align: center;"><i>One Minute Paper</i></p> <p style="text-align: center;"><i>Please, answer the questions below briefly:</i></p>
<p>1. What are the two most important things you have learned in today's lessons?</p>

2. What questions remain uppermost in your mind?
3. Is there anything you did not understand?

7.3.13.



Dear 1st year ESO ____ students from IES _____, We have sent this letter to your English teacher to let you know that because of your great writing skills and your excellent way of cooperating, you have been selected to write and design the next issue for our TRAVELLING MAGAZINE.

Each year a group of students gets the opportunity to contribute to our magazine and this year you are the lucky class!

You will have to choose a destination and comment on different aspects to promote that place in a brochure.

TRAVELLING MAGAZINE would like to thank you in advance for your work which we are sure is going to be fantastic.

April, 2018


Travelling Podcast Radio's editor

7.3.14.




Le Tour Open
is a great way
to see many
Paris sights in
one day.


PARIS




Paris
Disneyland



Arc de
Triomphe



Louvre



Notre
Dame
Cathedral

Paris is the capital and largest city of France. Straddling the Seine River in the country's north, it is a major global cultural and political center in addition to being the world's most visited city. Nicknamed "The City of Light" since the 19th Century, Paris also has a reputation as a "romantic" city and the "heart of Europe". The most recognizable symbol of Paris is the 1,063 ft. Eiffel Tower located on the banks of the Seine.

The Eiffel Tower at night is quite a sight to see. The most perfect time to visit is after 6 p.m., when the air is cool and the crowds have thinned. Strobe lights go off on the hour at 10 pm, 11 pm, and midnight. Many locals and tourists enjoy the show from the grassy area where this picture was taken.




Eiffel Tower

Paris Recreation

- Shop on the Champs-Élysées
- Meet The Mona Lisa at the Louvre
- Tour Notre Dame Cathedral
- View the city from The Eiffel Tower
- Visit Disneyland Paris

Land mark

The Acropolis of Athens can be seen as a symbol for the Ancient Greek World, the classical period of the Hellenic civilization



Major Cities

The most important of all Greece cities is Athens, the capital of the country, which concentrates more than one third of the population. The second largest city is Thessaloniki on the North and the third is Patra on the south west.

Population: 11,295,002. Languages: Greek 99% Turkish, others. Albanian is spoken by approximately 700,000 Albanian immigrants. English is the predominant second language.

Religions: Greek Orthodox, with Muslim, Jewish, Catholic, Protestant.

What about Greece?


Greece is located at the southeast end of Europe and it is the southernmost country of the Balkan Peninsula. Greece is also located between several countries and seas.


Greece was inhabited as early as the Paleolithic period and by 3000 BC had become home, in the Cycladic Islands, to a culture whose art remains among the most evocative in world history.

Greece adopted the euro as its currency in January 2002. The adoption of the euro provided Greece with access to competitive loan rates and also to low rates of the Eurobond market. This led to a dramatic increase in consumer spending, which gave a significant boost to economic growth.

Greece is a parliamentary republic and last amended its constitution in May 2008. There are three branches of government.

Greece





Desiree Wheeler
EDUN 321

7.3.15.

Self-reflection paper. Retrieved from:

http://www.readwritethink.org/files/resources/lesson_images/lesson419/Self-Reflection.pdf

Self-Reflection

When you complete this project, reflect on the process by answering the statements below:

What I did: (explain what you or your group did to finish your project.)

What I enjoyed: (write about what you liked most about the project)

What I found difficult: (write about any part of the project you found hard to do.)

What really worked: (write about any part that you thought worked well).

Next time: (write what you would do differently next time).

7.4. Assessment rubrics

Class/group work/attitude

Retrieved from:

<http://ritaenglishteacherug.blogspot.com/2016/07/classwork-grading-rubric.html>

Class Participation Rubric

	5 Points	4 Points	3 Points	2 Points	1 Points
Attitude	<ul style="list-style-type: none"> Displays an exemplary, helpful, positive and consistent attitude. Graciously accepts feedback and is able to use it constructively Always respectful of other's opinions Peer leader 	<ul style="list-style-type: none"> Displays positive attitude Open to positive feedback Willing to work with others Respects other's opinions 	<ul style="list-style-type: none"> Displays inconsistent attitude Sometimes unwilling to accept feedback May find it difficult to work with others May not completely respect other's opinions 	<ul style="list-style-type: none"> Displays passive attitude Seemingly ambivalent about receiving feedback Finds it difficult to work with others Seemingly ambivalent about the opinions of others 	<ul style="list-style-type: none"> Unwilling to display a positive attitude. Resistant to positive feedback. Unwilling to work with others. Disrespectful of other's opinions.
Listening	<ul style="list-style-type: none"> Proactively listens when the teacher and fellow students are speaking. Consistently able to follow directions or respond to questions. 	<ul style="list-style-type: none"> Actively listens when the teacher and fellow students are speaking. Attempts to follow directions or respond to questions. 	<ul style="list-style-type: none"> Sometimes listens when the teacher or fellow students are speaking. Sometimes able to follow directions given, but often may need repeating. 	<ul style="list-style-type: none"> Rarely listens to the teacher or other students. Relies on other students for direction/instruction. 	<ul style="list-style-type: none"> Almost always ignores what is going on in the classroom. Does not take or follow direction.
Classroom Interaction	<ul style="list-style-type: none"> Exhibits exemplary self-control and total respect for others. Always volunteers in class. Shows leadership qualities. 	<ul style="list-style-type: none"> Exhibits good self-control and respect for others. Consistently volunteers and participates. 	<ul style="list-style-type: none"> Sometimes able to follow directions, but often check to see what other students are doing. Will answer questions or read aloud if called upon. 	<ul style="list-style-type: none"> Rarely participates in classroom activities. Reluctantly answers questions or reads aloud, etc. 	<ul style="list-style-type: none"> Does not participate in classroom activities. Unwilling to answer questions or read aloud
Behavior	<ul style="list-style-type: none"> Always on task. Often goes beyond expectations Displays mature behaviors Exemplary adherence to boundaries and rules. 	<ul style="list-style-type: none"> Consistently on task Displays appropriate behavior Respects boundaries and rules of the class. 	<ul style="list-style-type: none"> Most times is on task. Most times displays appropriate behavior Most times observes boundaries and rules of the class. 	<ul style="list-style-type: none"> Needs to be refocused frequently Frequently displays lack of impulse or self-control. Frequently ignores boundaries and rules. 	<ul style="list-style-type: none"> Rarely on task. Displays improper, disruptive, inappropriate behavior Ignores boundaries and rules.
Preparedness	<ul style="list-style-type: none"> Always prepared with required materials Always ready to engage in daily classroom activities Exemplary effort in completing assignments. Always on time for class. 	<ul style="list-style-type: none"> Consistently: Brings required materials to class Ready to engage in daily classroom activities Completes assignments on time. 	<ul style="list-style-type: none"> Most times brings required materials to class. Most assignments are completed on time May come to class late. 	<ul style="list-style-type: none"> Sometimes brings required materials to class. Inconsistently completes assignments. Frequently late getting to class. 	<ul style="list-style-type: none"> Does not bring materials to class. Does not complete assignments on a timely basis. Consistently late getting to class.

Oral presentation

Retrieved from:

<http://ritaenglishteacherug.blogspot.com/2016/07/classwork-grading-rubric.html>

Oral Presentation Rubric :

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Vocabulary	Uses vocabulary appropriate for the purpose. Knows the names of the continents, the countries and all the objects	Uses vocabulary which is quite appropriate for the purpose. Knows most of the names of the continents, the countries and all the objects	Uses vocabulary which is not very appropriate for the purpose. Knows only a few names of the continents, the countries and all the objects	Uses vocabulary which is not appropriate for the purpose. Does not know the names of the continents, the countries and all the objects
Uses Complete Sentences	Always speaks in complete sentences.	Mostly speaks in complete sentences.	Sometimes speaks in complete sentences.	Rarely speaks in complete sentences.
Comprehension	Student is able to accurately answer almost all questions posed by the teacher about the information contained in the chart.	Student is able to accurately answer most questions posed by the teacher about the information contained in the chart.	Student is able to accurately answer a few questions posed by the teacher about the information contained in the chart.	Student is unable to accurately answer questions posed by the teacher about the information contained in the chart.

Brochure Project

	Excellent 5	Very Good 3	Good 1	Needs Improvement 0
Structure and layout	The brochure has excellent formatting and very well organized information.	The brochure has appropriate formatting and well-organized information.	The brochure has some organized information with random formatting.	The brochure's format and organization of material are confusing to the listener.

Editing	Students take the teacher's feedback into account and edit their first draft in order to come up with a perfect final product.	Students totally take into account teacher's feedback and edit their podcasts but still make some mistakes.	Students make some changes taking into account teacher's feedback but still would have needed to improve quite a few aspects.	Students do not take into account teacher's feedback and do not correct mistakes through the process.
Ideas	The brochure includes relevant information appropriately and effectively to the intended audience.	The brochure includes relevant information appropriately to the intended audience.	The brochure includes irrelevant information or communicates inappropriately to the intended audience.	The brochure includes irrelevant information and communicates inappropriately to the intended audience.
Grammar and vocabulary	Brochure makes an excellent use of the grammar and lexis seen throughout the unit placing them in an adequate context.	Brochure makes a good use of the grammar and lexis seen in the unit but still make certain errors.	Brochure includes some of the grammar and lexis seen throughout the unit but need to add more or use them better.	Brochure fails in including grammar and lexis seen throughout the unit.

7.5. Ignite English textbook activity example

Glossary

noun phrase a group of words built up around a single noun, e.g. *the very hungry snake*. The noun (snake in this example) is called the 'head' of the phrase because all the other words tell us something about the noun.

adjective a word that describes a noun, e.g. *happy, blue, furious*

rule of three grouping words and phrases in threes for added effect

ce, wilderness a exciting outdoor

How does the online brochure make the hostel sound appealing? Select details from the text and comment on their effectiveness.



Support

Look for examples of expanded noun phrases and use of the rule of three.

3

Imagine your own unusual hotel, for example, an underground cave or an ice hotel. Write an online brochure using expanded noun phrases and other techniques to make the hotel sound appealing.